

Black & White or shades of gray?

The Problem

Shaker Heights High School statistics

- 82% of students who failed 1 or more of the Ohio State Ninth Grade Proficiency Exam subtests were black
- 84% of students who earned an end-of-semester grade of a D or F in one or more academic classes were black.
- In academic years '89-'90 through '93-'94, of all semester grades earned by black students in the English, math, science, and social studies departments, 40% were either D or F.
- 80% of black students either failed a proficiency subtest or received an academic grade of D or F in at least 1 class, or both.
- In graduating classes between '92 and '95, the average SAT I score of black students was 305 points less than that of white students.

-facts compiled from Project Achieve report

The Solutions

to be implemented for the '97-'98 school year as proposed by Project Achieve

- Early Childhood Intervention Program
 One early childhood specialist for every 2 kindergarten classes to help students who are performing below their peers and the addition of psychologists and learning disability service positions.
- School/community Outreach Program
 Principal George Cannon and Parent Liaison Gail Rose are working on ways to increase parental involvement in education, such as evening sessions.
- Professional Development Program
 Workshops to facilitate communication between staff members about achievement.
- Maximization of Technology
 Wiring school classrooms and libraries for computers.

Study in achievement between the races reveals disparity, prompts frustration & solutions

BY NAWAL ATWAN
 Co-News Editor

"We know many studies have been done on minority achievement and they all have been thrown in the file drawer. The question is why nothing has been done about the minority achievement problem. It is time that we do," Shaker parent Cindy Forstag said in response to the Feb. 8 School Board retreat on achievement.

However, Superintendent Mark Freeman recently approved the Project Achieve recommendations targeting under-achievement in the schools and has directed Project Achieve managers Dr. James Paces and Dr. Bernice Stokes to implement several achievement programs for the '97-'98 school year.

After over a year of research in the areas of school curriculum, parental involvement, professional development and educational technology, Project Achieve submitted a comprehensive outline of recommendations to Freeman. It found black students as a group in the Shaker schools score drastically lower

than white students on Ohio Proficiency Tests at all levels and as a group maintain lower grade point averages than white students.

According to Paces, the proposed recommendations will improve achievement at all levels.

"By getting the entire community involved and mobilizing students, teachers and parents, I believe we will be able to narrow the achievement gap," Paces said.

Paces and Stokes are currently working on implementing the Early Childhood Intervention Program in the elementary schools, a school/community outreach program to increase parental involvement, a professional development program for staff members and a maximization of educational technology in the classroom. Project Achieve also recommended support for programs including the middle school and high school tutoring programs, proficiency test intervention programs and the high school transition program.

Freeman said the school district must be relentless about student achievement and must

do everything in its power to improve under achievement.

"I have advised Dr. Paces and Dr. Stokes to implement all the work of the Project Achieve committee. These issues are high priority," Freeman said.

During a Feb. 8 special School Board retreat, Dr. Dale Whittington of John Carroll University summarized an in-depth report she conducted on achievement in Shaker under the direction of Freeman. According to the report, Shaker students generally outperform Ohio and National students as a group in proficiency and Stanford Achievement tests but there is a large discrepancy between the lower African American and higher European American achievement in groups. As a result of the retreat, School Board members passed a resolution on student achievement on Feb. 11 resolving to provide intervention to prevent academic failure in the schools.

Several community members at the Feb. 8 meeting expressed their frustration with the board in communicating and addressing the achievement issue. Community member Jerry

Polster said the achievement meetings are a good first step but more must be done to increase achievement.

"The meeting on Feb. 8 and the follow up resolution passed on Feb. 11 indicate good intentions but the larger question is what the School Board plans to do about the problem," Polster said.

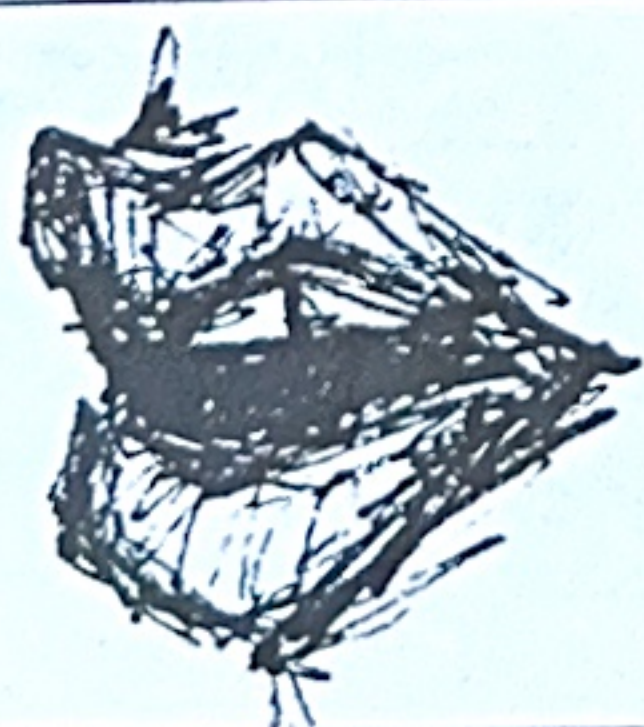
Senior Narissa Rush believes African Americans must step up to the challenge of increasing their achievement levels.

"We as a people do not strive hard enough to be over achievers. We have that mentality that we do not have to achieve," Rush said.

Project Achieve member Cindy Forstag said the school system is at fault when students under-achieve.

"The schools must stop passing kids through the school system without having the skills they need to participate in it," Forstag said.

With the proposed programs and an increase in community involvement, the School Board plans to lessen the achievement gap, Freeman said.



WUD UP WIT' EBONICS?

Jessica Weeks and Dave Deming battle verbally over the issue of proper language (or lack thereof) in school

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BEAUTY AND THE BEAST

Centerpiece tackles the timeless question of attractiveness: is beauty defined by the outside or inside?

PAGES 8-9

Three seniors nominated for '97 Presidential Scholars

Seniors Shelli Calland, Marie Frisof and Wallis Wilkinson were nominated for the '97 Presidential Scholars Program. The 2,600 candidates were selected from more than 2.5 million U.S. high school students. The White House Commission on Presidential Scholars will select up to 150 Scholars. Scholars are selected on the basis of superior academic and artistic achievements, leadership qualities, strong character and involvement in community and school activities.

School violates Ohio law: Board of Education given 30 days to fix code requirements on basement renovations

BY GRAHAM LANZ
Staff Reporter

Despite prohibitions under Ohio law, contractors renovating the basement began work without a permit, continued working after being ordered to stop and the school allowed students to inhabit classrooms not yet approved for occupancy, according to building inspector Jerry Cash.

The renovations in the art area in the basement were first inspected in August. The Shaker Heights Building Department issued a stop work order until changes in the plans were made, according to Cash. However, work was continued without approval, a violation of Ohio law.

On Sept. 27, well after art classes convened, a temporary certificate of occupancy for the art department was issued. Technically no students should have been allowed in the area without the certificate. If, after 100 days, the necessary changes were made, a permanent certificate of occupancy would be given.

The art department was temporarily occupied when a violation of code existed, Cash said. The Building Department called for improvements in the fire proofing of floors, the installation of self-closers and panic bars on doors, the raising of the ceiling by 10 inches and the addition of a sufficient mechanical ventilation system.

"If it is not up to code, you could consider it unsafe or unhealthy, or both," Cash said.

However, much of the required work was not completed and the permanent certificate of occupancy was not issued when the temporary one ran out. Presently, the school has not been authorized to allow

students to use the renovated part of the basement.

"[The school is] violating the Ohio Basic Building Code by occupying that space," Cash said.

An adjudication order was issued to the Board of Education on Jan. 31. It warned that the violations must be remedied within thirty days or prosecution may be initiated. The district does not intend to appeal the order, according to the Executive Director of Business & Personnel, Carlton Moody.

"They could be prosecuted by the state court [Franklin County]," Cheryl King-Benford of the Shaker Heights Law Department said.

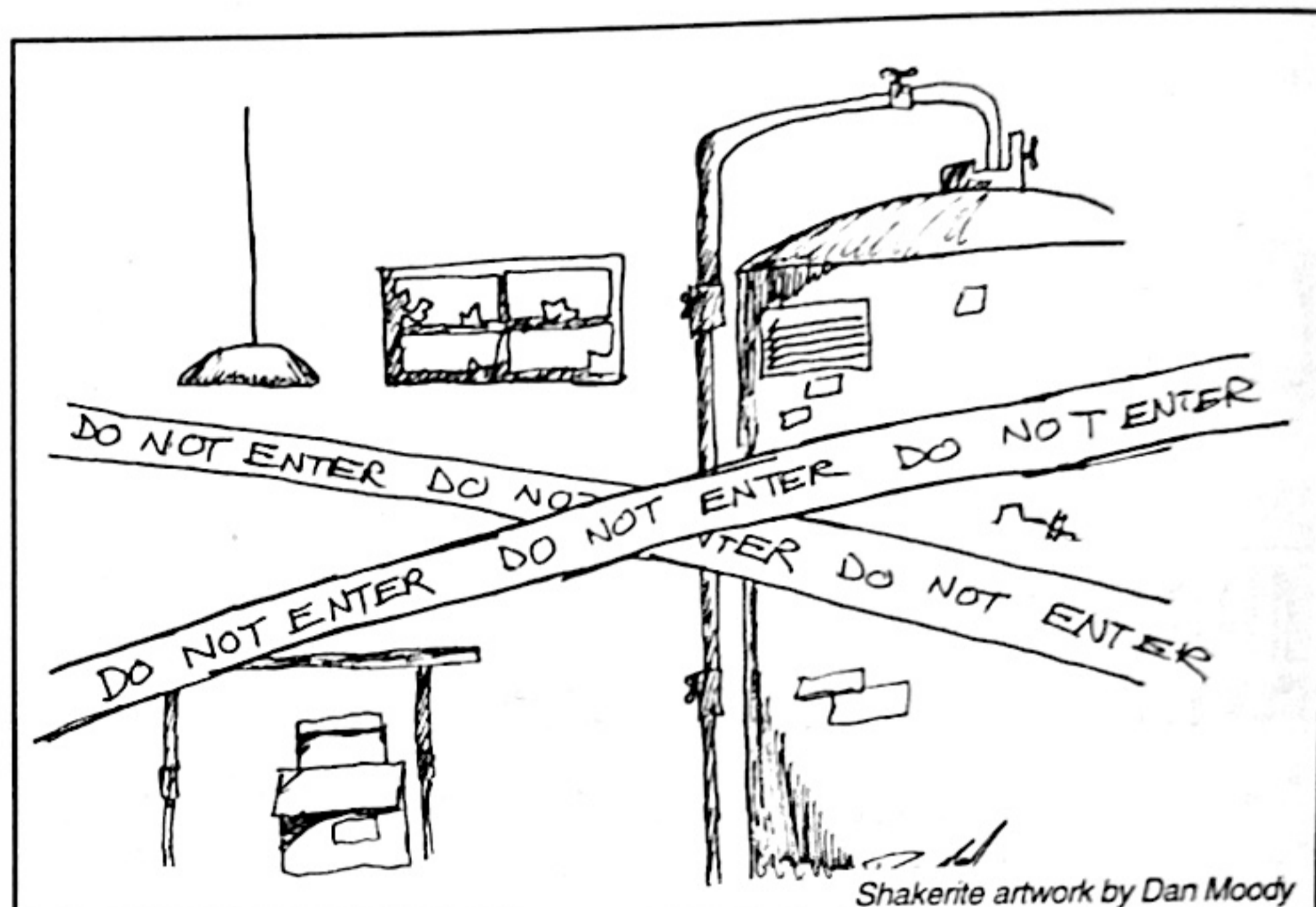
The adjudication order states "alterations made to school buildings not conforming to all code requirements, resulting in [an] increase in hazard to occupants in the areas of fire safety, electrical, plumbing and ventilation."

The order also requires the installation of self-closers and panic bars on doors, the uncovering of plumbing for inspection, an increase of fire protection on walls, and the addition of a sufficient mechanical ventilation system, which were all called for as early as Sept. 27, 1996.

Part of the problem, according to building inspector Jim Ziegler, was that the work was completed and covered by the contractors before a permit was even applied for. Under the Shaker Heights building code, the contractors were required to pay double permit fees for working without a permit.

"Ninety-five to ninety-eight percent of the work was already concealed. By no way was that work completely inspected like it was supposed to be," Ziegler said.

A number of the contractors themselves were not even registered with the Building Department. The city requires that contractors be registered to ensure that they are competent and not taking advantage of anyone.



Garbo Third Company, who did much of the painting in the basement, J & A Interiors, who installed acoustical tiling and drywall, Aqueduct Sewer, a plumbing company, and Messina Floor-covering were all hired to help remodel the art department despite the fact that they were not approved to work in Shaker Heights.

A number of these contractors hurried to complete the project before students poured into the classrooms without applying for permits, according to Ziegler.

"School started and was in session before the contractors had permits in hand," Ziegler said.

The Building Department was not even made aware of the changes at the high school until they had begun. They were told about other renovations at Onaway by the fire department.

"Our fire department caught them covering fire sprinklers at Onaway,"

Ziegler said. When inquiring after the contractor at Onaway, the inspectors learned that he was at the high school, working on renovations the building department did not even know existed.

"They could have submitted in June and have had a permit in hand by August," Cash said.

"It's just poor planning or just oversight," Ziegler said.

The people who regularly work in that part of the building seem to agree.

There is a grate in the floor that disturbs art teacher Becky Bunosky. She claims unidentified liquids flow through there.

"Things go through there with unusual colors," Bunosky said.

There are also many exposed pipes on the ceilings and walls.

"If a student backs up on one of those pipes, they could burn their hand," Bunosky said.

District fails to seek bids

BY CAITLIN MASINI
Co-News Editor

Though it is state law for a school district to seek competitive bids for construction or renovation contracts exceeding \$25,000, the district failed to do so when contracting a new telephone system and contracting basement repairs.

In July the district had a new voice mail system installed for teachers to leave messages which would be accessible to students. Nine contracts were made with Ameritech Enhanced Business Services for the new system. The total cost of the contracts was \$109,000, but none of the individual contracts were over \$25,000, according to *The Plain Dealer*.

Superintendent Mark Freeman said that the separate contracts were made because the work was being done in different parts of the district and that schools are allowed to purchase computer software for communications systems without competitive bidding. School treasurer Daniel L. Wilson agreed with Freeman, saying that the contracts were legal.

"There are several reasons competitive bidding was not required by law. There is a specific exemption in the law that states there does not need to be competitive bidding for computer and technology equipment. Carlton J. Moody, executive director of business and personnel for the district, spent an extensive amount of time talking to companies to see who had the best products to serve our needs at the best price," Wilson said.

The district also made contracts with Henley Builders for office work at Onaway and purchase orders for work done on the art rooms at the high school and the basement at Onaway. The district did receive bids for the office work at Onaway, but not for the purchase orders. The high school orders totalled \$105,000, and the Onaway orders totalled \$71,000.

The fact that there had been a failure to get competitive bids for the work was brought to the attention of the Shaker Association for Value Education [SAVE] last fall.

SAVE is a group created to ensure the quality of education at Shaker, according to Jerry Polster, a certified public accountant (CPA) or SAVE.

"Our number one interest is quality education for all students in the school district," Polster said. "We are also concerned with proper spending of available funds."

SAVE researched the bidding issue from last October until this February when they filed a complaint stating that the law had been violated, according to Polster. The law states that contracts cannot be separated into a series of smaller contracts to avoid the need for bidding.

"A delegation of four members [of SAVE] met with Freeman. He said that we did not miss anything and he did not refute our findings," Polster said.

SAVE then corresponded with Cuyahoga County Prosecutor Stephanie Tubbs Jones to potentially further investigate the issue. Jones said that she received SAVE's correspondence and has replied. She is awaiting their response, and is unable to discuss it until that time. She did say, however, that at this point there is no investigation pending.

Wilson said that both the state auditor's office and the written opinion of the district's lawyers confirmed that the contracts were legal.



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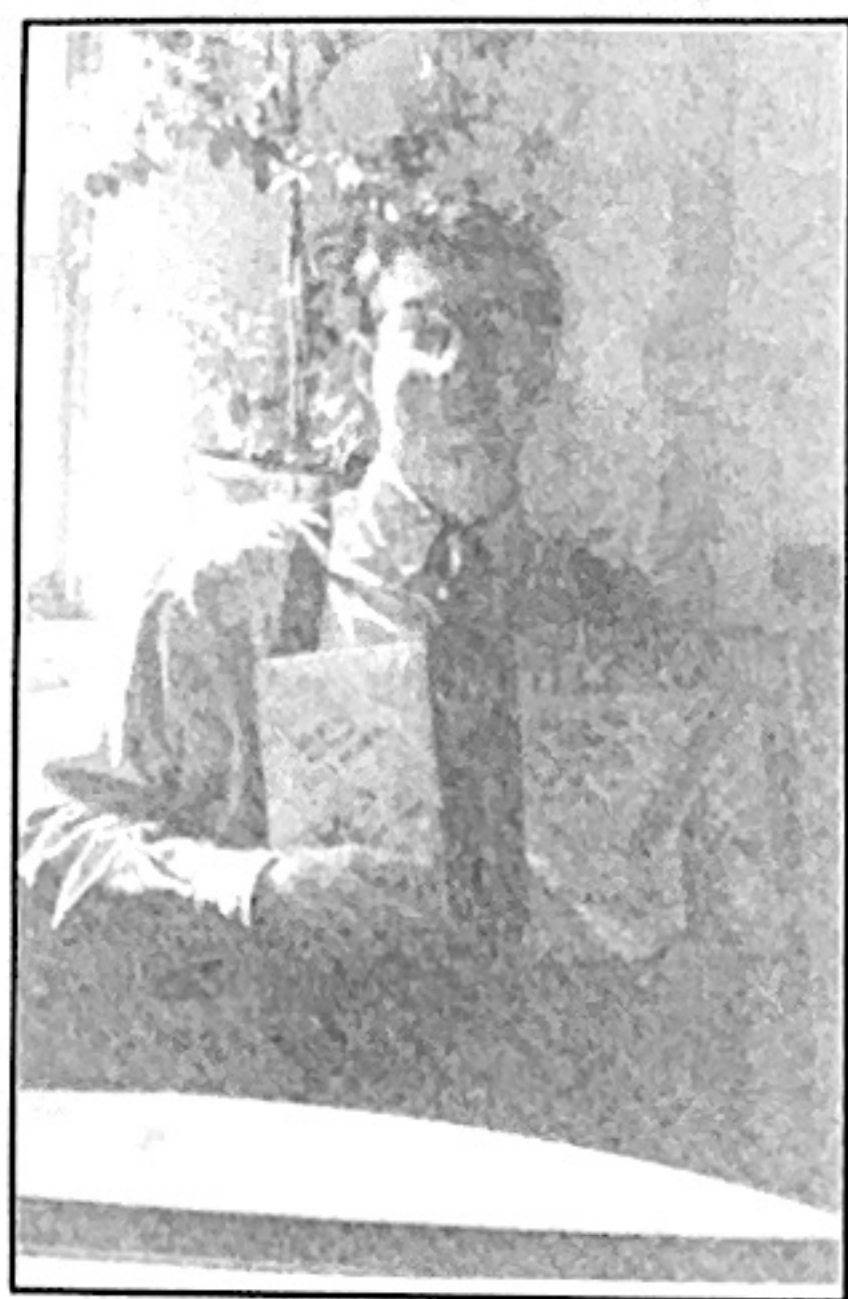
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Librarian shares hidden talent



BY SARAH LEVIN
Staff Reporter

At first glance, Kelly Jones may seem like the typical school librarian, but delve a little deeper into his life and you'll immediately see he's anything but ordinary!

Throughout the years, Jones has picked up the hobby of constructing telescopes. He has made over 30 and plans to continue doing so well into the future. Recently, Jones had an article about one of his telescopes, with a refractor design, published in *Sky and Telescope Magazine*. He also received two awards, one for mechanical design and one for craftsmanship in August at the Stellafane Convention in Vermont. After his article was published with the layout of his telescope included, he received over 250 replies requesting more information from people all over the world.

Jones has always been interested in the moon and planets and other aspects of astronomy. He made his first telescope at age 12, following the instructions in a book and getting supplies from various places around the world.

"I like to make things, and I also grew up on a farm under dark skies. I often looked at the stars," Jones reflected.

Astronomy teacher Gene Zajac has worked with Jones and other students on making telescopes. Often, students have come to them wanting to construct telescopes for their senior projects. Jones enjoys the students' interest in the planets and astronomy.

"My goal is to get a lot of people to look at the sky and learn about the universe. Telescopes are so easy to use that virtually anyone can do it," Jones said.

Jones has built both refractor and reflector style telescopes. Reflectors have mirrors that gather light and refractors have a lens that gathers light. Reflectors are often more fragile and harder to adjust than refractors. Jones' most recent endeavor was building his refractor for the Stellafane Conference in Vermont. It usually takes him a few months of working on and off to complete a telescope. He is currently working on another refractor similar to the last one, but this one is twice as big.

Jones also has twin daughters who enjoy building telescopes with him. He has built reflectors with them. He hopes that they will continue to help him and even make their own in the future.

So, the next time you're in the library, and especially if you're looking for books about astronomy, don't hesitate to ask Mr. Jones. He may know a lot more than you think!

Amendment to superintendent's contract sparks outcry from teachers

BY MILES BERGER
Co-Editor-in-Chief

People cried out, "the Board should be ashamed of itself," as a group of Shaker teachers walked out of the School Board meeting Feb. 12 when the Board refused to hear questions about an amendment to Superintendent Mark Freeman's contract. School Board president Reverend Marvin A. McMickle told hecklers that the Board would not take questions on personnel decisions.

Freeman said he did not know that a group of teachers walked out of the meeting when the School Board refused to hear their questions. He said he was paying attention to the business at hand in the meeting itself, and various people leave the meetings at various times.

"We did not agree with what was being done, and there were a lot of people in the community that did not know what was going on," one teacher who walked out said.

What actually was going on was that the Board passed an amendment that could result in Freeman receiving about \$40,000 of compensation in the form of severance pay that he would have otherwise lost, according to school treasurer Daniel L. Wilson. By contract, employees are to receive 25 percent of their sick days that they have accumulated over the years times their per day salary [per diem rate] if they retire before the end of their 32nd year. If employees retire after their 32nd year, however, they are only given their daily salary times 40 sick days at most. This policy was first instituted many years ago as a way of offering an incentive to teachers and administrators to retire early, according to Shaker Heights Teacher's Association (SHTA) treasurer Thomas Patrick.

The amendment to Freeman's contract allows him to still receive 25 percent of his sick days no matter when he retires. The amendment was brought about now because Freeman is in his 32nd year and

the School Board did not want him to retire just to receive additional severance pay, according to McMickle.

"I discussed it [the fact that this my 32nd year] with the School Board President [McMickle], and he said, 'well, what do we do to eliminate this incentive for your retirement?'" Freeman said.

The amendment means Freeman can continue to build up more sick days to use as severance pay as long as he works for Shaker [his current contract lasts until the year 2000]. Hypothetically, this means that he could build up more than 525 sick days [15 sick days per year times 35 years equals 525 sick days] by the year 2000, his 35th year. He would receive 25 percent of these days times his per diem rate, which is now \$453.44, according to Wilson. He would then receive \$59,514 in severance pay, whereas he would only receive \$18,137 in severance pay if the amendment had not been passed and he retires in the year 2000.

Scherer said he was not surprised the Board refused to take questions on the amendment.

"I knew going into it that the Board was not going to take questions on personnel decisions. Yet, there comes a point in time when the Board cannot continue to keep rewarding one individual [the superintendent] for hundreds of people's work. I think the teachers that walked out showed that they were dissatisfied with the board," Scherer said.

There are two main reasons for this dissatisfaction, according to Scherer. First, Scherer believes the amendment was hypocritical because several teachers and administrators have asked the superintendent to recommend that the Board vote to give them the same amendment that he received, and the superintendent refused. Second, several teachers have recently asked for increased funding for instructional programs and have been denied funds, so they are angry that money that could be going to students will instead be going to the superintendent.

Freeman, however, denied receiving

such requests for contract amendments or instructional programs. He also said that he does not have the power to recommend that the Board amend individual teacher's contracts because the teachers all have to receive the same contract through their union's collective bargaining.

Patrick, however, said that Freeman does have the power to recommend that the Board amend individual teacher's contracts. Patrick said this power comes from a clause at the end of the teachers' contract which states: "Any exception to the above must be recommended by the Superintendent and approved by the Board."

Freeman does have other means, though, of achieving this same end goal of allowing teachers to stay longer than 32 years without seeing their severance pay decline significantly, according to Wilson. Wilson said that six teachers have recently retired before the end of their 32nd year to avoid losing severance pay, but then came back to work after Freeman recommended to the School Board that they be rehired. This allows the School Board to offer an incentive for teachers to retire before 32 years, but it also allows the schools to rehire those teachers that are truly outstanding.

"In at least six instances Freeman has used a different mechanism [recommending rehiring rather than a contract amendment] but the result was the same. It does not sound hypocritical to me," Wilson said.

Many teachers such as Patrick and Scherer disagree that this different mechanism is similar to the amendment to Freeman's contract.

"I don't see the parallel," Scherer said. "If he [Freeman or Wilson] is saying that we should retire and be rehired, then let him [Freeman] retire and try to get rehired. What I said before [that it was hypocritical for Freeman to receive the amendment], I still stand by now."

The SHTA will be entering contract negotiations in the Fall, Wilson said.

Open-air amphitheater to be built

BY LINDSAY CAMPBELL
Staff Reporter

Shaker is undergoing a period of tremendous growth. One major upcoming development is the "Colonnade Project," a community open-air amphitheater scheduled for completion following this fall's 24 hour relay.

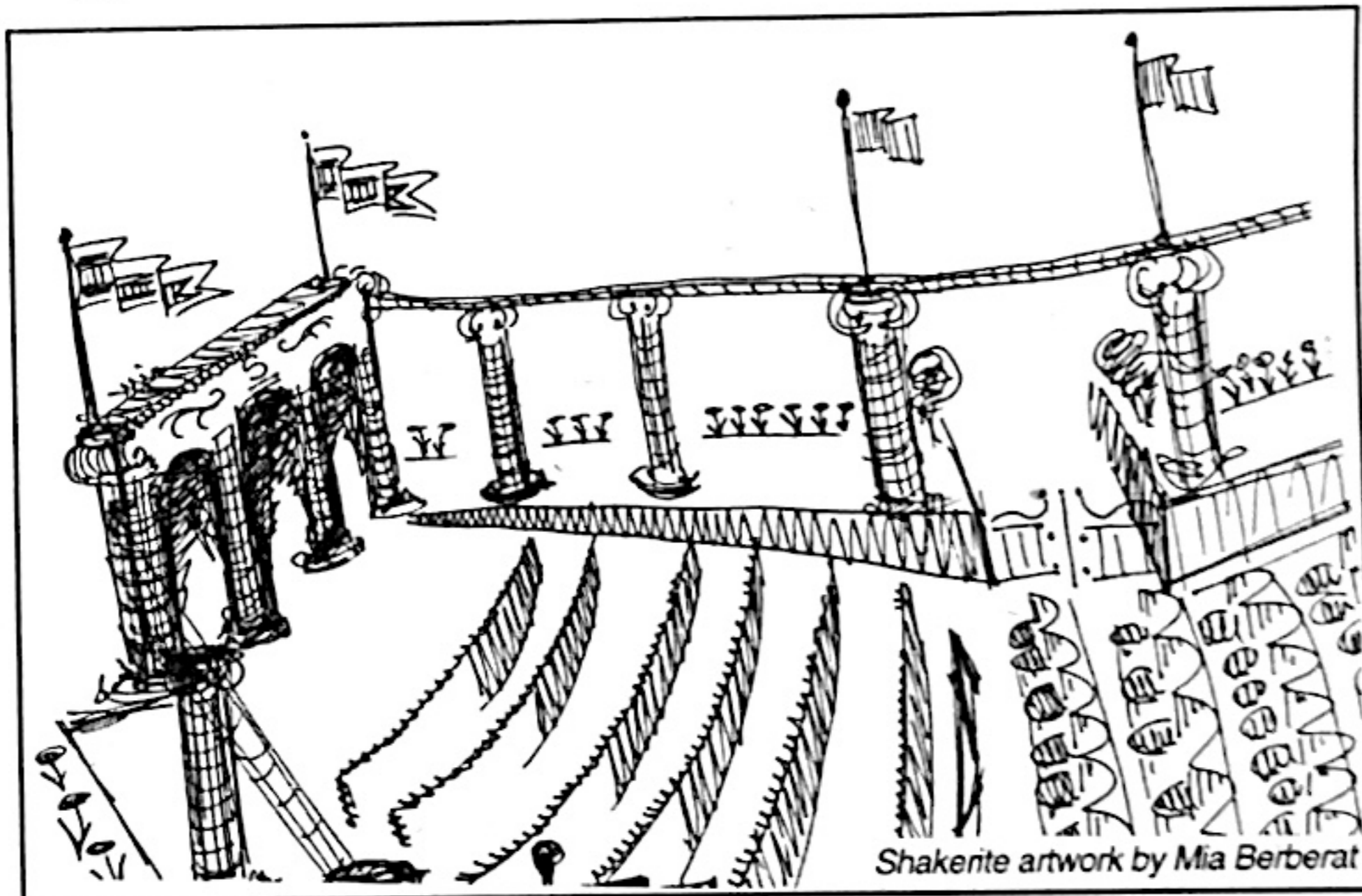
The project is the next phase of "The Community Quadrant," which is the area around City Hall and Shaker Towne Center. The quadrant includes the new Community Building, sports fields, the Shaker Heights Public Library and the Around the World Playground. The colonnade will be located at the southwest corner of Lee and Van Aken across from Kokopelli Coffee and Tea. It is part of the celebration of the city's 85th birthday.

According to Interact president senior Anne Munro, the center will be a meeting spot where jazz bands, local speakers and touring lecturers alike can take the stage. It may also be used as an outdoor classroom for storytelling and instruction to students.

"It will be a place that will bring generations together so high schoolers will have a place if they want to go perform, play music, or just watch," Munro said.

Munro, as a result of her devoted work with Interact, has been given the honor and responsibility of serving on the grass roots committee running the fundraising for the project.

The fundraising is run using a form earlier used at Shaker Towne Center. Sponsors can buy tax deductible, commemorative bricks with their name



Shakerite artwork by Mia Berberat

engraved on them. They range from a standard \$50 brick to \$5,000 for the base of columns on this Greek architectural style facility. Another unique aspect of the bricks is that a book will be compiled with descriptions of sponsors and will be displayed in the library. The entire project seeks \$85,000 from fundraising. In 1994, the Rotary Club raised about \$11,000 as seed money towards the project.

The project will include a formal colonnade, a paved plaza and a historic architectural element consisting of the original portico from the Van Sweringen Realty Company. The plaza will be paved with bricks and the colonnade will consist of sixteen columns.

Working along with Munro, the only student on the committee, are the Rotary

Club, Mayor Patricia Mearns and many other dedicated volunteers. The actual construction will run slightly differently from the community-built "Around the World" playground. Volunteers can contribute to some of the earlier phases of work, but because of the architectural complexity, professional builders will complete most of the project.

The final product will be more than just bricks and a stage. There will be open-air gardens and a patio area with benches for community members. A time capsule will be dedicated at the gala opening.

The amphitheater will serve as a new meeting place and cultural center, but it may also be one of Shaker's first steps into the next millennium.

SHAKERITE • FEBRUARY 28, 1997

Student finds SAT error: Test takers may receive up to 30 points

BY EMILY HOFFMAN
Staff Reporter

Sometimes an inquisitive mind pays off. Especially when it raises your SAT score.

Colin Rizzio, a 17 year-old from New Hampshire, broke the 15 year mistake-free streak of Educational Testing Service (ETS) by discovering a mistake in this year's October SAT. As a result, the 350,000 October tests had to be rescored and the revised scores had to be sent to admissions offices. Forty-five thousand students will see their score go up as much as 30 points.

The question Rizzio noticed was a quantitative comparison involving a sequence. Rizzio found the answer to be that the relationship could not be determined from the information given. ETS thought the answer should be that the quantities are equal. The difference in the two answers lies in ETS's assumption that the variable was a positive integer. Rizzio made the variable negative, therefore getting a different answer, therefore answering as he did.

The question stayed on Rizzio's mind

for several days after, leading him to e-mail ETS from a friend's computer, according to an article in *The New York Times*. His e-mail was ignored for months, however, three months later ETS called to confirm his inquiry. Rizzio became a hero to high school students around the nation.

These recent developments have sparked a recurrence in the debate over standardized testing as a valid intelligence measure. Many groups feel that such tests show memorization instead of intelligence. The weight of the SAT in view of college application has significantly declined in recent years in response to the debate. Some

now talk about getting rid of the exam all together.

"I really do not believe that standardized tests are a true measure of intelligence. They are more a measure of remembrance. You can study for SATs but you cannot really study to improve your ability to think and reason. It is this ability to think and to reason that should be improved," junior Chris Bricker said.

Sophomore Rebecca Vieyra felt similarly to Bricker.

"Some people are born with the natural talent to do well on standardized tests. I

think that it is not a true measure of intelligence. They should think of other ways of testing our minds," Vieyra said.

However, many people find validity in a standardized test. Junior Heather Singerman was one of those who holds this opinion.

"You need something to base ratings on other than grades and the tests do have questions on topics covered in class. For those people who do poorly on tests, grades can make up the difference and vice versa. They [standardized tests] have a level of validity though they are also over rated," Singerman said.

Junior Briana Hensold agreed with Singerman in regards to the need for a standard exam, but not without some doubt concerning the present system.

"You need some sort of test that everyone takes. I do not think that they are flawless and there might be too much emphasis on them. There is also too much pressure involved," Hensold said.

English teacher George Harley felt that the element of "mental maturity" needs to be taken into consideration when measuring intelligence.

"I personally do not hold confidence in any single test as means of measuring one's intelligence quotient. For example, a student may not do well on a single test



What a brain! Colin Rizzio, the 17 year-old who found a mistake in the October S.A.T.

Shakerite photo courtesy of Newsweek

today because they are not 'ready' to take that particular test. Mental maturity must be taken into consideration when identifying a student's intelligence quotient," Harley said.

The Question

Directions: The following question consists of two quantities in boxes, one in Column A and one in Column B. You are to compare the two quantities and on the answer sheet fill in the oval

- A if the quantity in Column A is greater
- B if the quantity in Column B is greater
- C if the two quantities are equal
- D if the relationship cannot be determined from the information given

Column A

Column B

1, a , a^2 , a^3 , ..., a^n

The first two terms of the sequence are 1 and a , and each succeeding term is the product of a and the preceding term.

The median of the sequence if n is a positive even integer

$a^{n/2}$

And the Answer Is...

The answer to the disputed question in the October, 1996, S.A.T. 1: Reasoning Test hinges on two conditions: first, if the value of a is positive or negative, and second, how "the median of a sequence" is defined.

The intended correct answer: C. The test creators at the Educational Testing Service in Princeton, N.J. assumed that a was positive. They also assumed that the ordering of the sequence remained unchanged in determining its median, or middle number. Therefore, the quantities in Column A and Column B are equal.

The revised correct answer: D. If students decided that the value of a could be negative and then reordered the sequence to account for the value of the numbers, then the value of Column A and Column B are not the same.

For example: if a is -1 and n is 6 then the sequence becomes

1, -1, 1, -1, 1, -1, where the median is -1

But when the sequence is reordered by value, it becomes

-1, -1, -1, 1, 1, 1, where the median is 1

In Column B under the same conditions, the formula yields as a result of -1. So if students considered both positive and negative values for a , they would likely choose D as the "correct" answer (because D indicates that the relationship cannot be determined from the information given).

Shakerite source: *The New York Times*



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Get well, Jon!

The staff of the *Shakerite* wishes to express its deepest concern and hope for Jon Harris' full and speedy recovery. Harris, a former *Shakerite* editor and 1995 graduate, was hit by a drunk driver during Mardi Gras in New Orleans. We hope you get better soon, Jon!

THE RITE IDEA

Jumping to conclusions

"No appearance of impropriety." That's what Shaker school's superintendent Mark Freeman said he wants Shaker's image to have. It is too bad his wishes don't match reality.

The school district is currently embroiled in a number of controversies, all of which are complicated and ambiguous, and all of which have received biased coverage from local newspapers. In fact, the reports have been so one-sided that we, the editorial board, agonized over how to characterize recent events in the *Shakerite*.

Based on information the paper obtained last week, we initially wanted to condemn Freeman and the Board for two grave injustices: hypocrisy on the issue of severance pay and negligence in not using competitive bidding for recent building and service contracts. In addition, there were the issues of failing to obtain the proper permits for work done in the basement of the high school and the recent studies showing achievement disparities between blacks and whites.

However, we decided to call Freeman and get his side of the story. He was adamant that the changes in his contract concerning severance pay were not hypocritical and that teachers who were upset over the amendment were gravely misrepresenting the case in order to further their own interests. Furthermore, the paper received information that the School Board is no longer being investigated for not using competitive bidding.

In light of all this conflicting information, we find it difficult to position ourselves on either side. And all of these unsettling events concerning the school district cemented one idea in our minds. **It is time to stop squabbling about bureaucratic issues and focus on what is really important: the students.** Nowhere in any of these controversies are the students mentioned. It is the job of the Board and the community to maximize the opportunities for learning and achievement for the students in our city. Instead, the adults are behaving like children in a mud war, concerned more with dirtying the other side than achieving any substantive goals. What matters right now is that there are enormous disparities in achievement between racial groups at the high school. Although programs like Project Achieve are in progress, they are being overshadowed by political events and power struggles which have nothing to do with the community's main goal: to educate its young. Without the unified and focused support of both teachers and the administration, the achievement gap will continue to widen.

What the members of the district need is a trip right back to 10th grade Health class. There's a little filmstrip they ought to watch called "You're Not Communicating" which might help a lot. Because until both parties in these conflicts agree to disagree and work out their problems, the situation for the thousands of students in our school system will continue to stagnate.



CHEERS & JEERS

Cheers to second semester seniors.

Jeers to only seven absences.

Cheers to the groundhog not seeing his shadow.

Jeers to there never being enough sun to make shadows.

Jeers to fresh skunk.

Cheers to senior proficiencies meaning no school until 10 a.m!



Jeers to getting to school at 7:30 a.m. anyway if you don't want to park on Warrington.

Jeers to Heights and St. Ed's for beating us.

Cheers to delivering a whooping next year.

THE TOP TEN

uncool things to do in the bathroom...

10. Recline.

9. Study physics.

8. Origami.

7. Leave the door open.

6. Eat.

5. Talk on the phone.

4. Remove extra clothing.

3. Cut your fingernails.

2. Look to see what you did.

...and the number one uncool thing to do is...

1. Enjoy yourself.

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GUEST RITER

F I S S I D E R O U S W O R D S

Language at high school is offensive to homosexuals

BY YURI GOTTESMAN

Senior



I hear its sounds echoing from classroom to classroom. I listen to the attacks poisoning the halls. But as much as I try to ignore the signs of this horrible and immoral mental condition, homophobia refuses to cease.

If there is one word that signifies the entire anti-gay movement at the high school, it is probably the word "faggot." Most of the students at Shaker refer to gays, lesbians and bisexuals with this unbelievable derogatory term. The word "gay" itself has come to mean wimpy, idiotic, distasteful, effeminate, and other adjectives that have nothing to do with its actual meaning. Since it appears that only a few people understand what homosexuality is [the health class at Shaker does nothing to clarify this], I will try to explain. Someone is homosexual if he or she is sexually attracted to other people

of the same gender. That's it. Homosexuality does not imply promiscuity, drug use, child molestation, or any other gross assumption aside from whom they chose to love. Someone's sexual preference does not even remotely affect whether or not that person is a decent human being. So why are we acting as if it does?

I once asked a Shaker student, whom I consider to be an intellectual and an extremely bright individual, if it was true he hated all gays, lesbians, and bisexuals. His reply was a relatively firm "no." Then I asked him why he constantly uses the word "faggot." He answered me with one of the most surprising statements I've ever heard. "Because I'm not gay," he said. What? Would you call someone a repulsively insulting name because they happen not to be of your ethnic background? Of your skin color? We do not condone racially derogatory terms. Why, then, do rational people often lose their minds when referring to homosexuals? I have a few ideas.

The first is that being homophobic is the cool and popular thing to do. Because the student body is so obsessed with the social ladder and the constant accumulation of popularity points, we'll stoop so low as to degrade a whole group of people based on something as simple and as insignificant as their sexual orientation.

Another explanation is that Shaker students have a tendency to be quite ambiguous about their own sexuality. They fear the real possibility that they could stray from the norm sexually (I don't blame them; it's horrendous to be a gay person in a society which denies them civil rights). The result is that they turn to

homophobia to try to persuade themselves that they actually hate gay people, so therefore they could not be gay.

Cultural factors also play into the prevalence of homophobia. If a child is raised in a household where the gay, lesbian or bisexual person is portrayed as an immoral child-molester, then it would be natural for that child to grow up hating gay people.

But I ask all of you to challenge this traditional, conservative, barbaric thought process. I am not offended by homophobic attitudes because I am gay, bisexual or heterosexual, but rather because I am human, with a basic belief in equality. If we could collectively eliminate the word "faggot" from our vocabularies, it would be a valiant

first step. Wake up and think a little, Shaker.

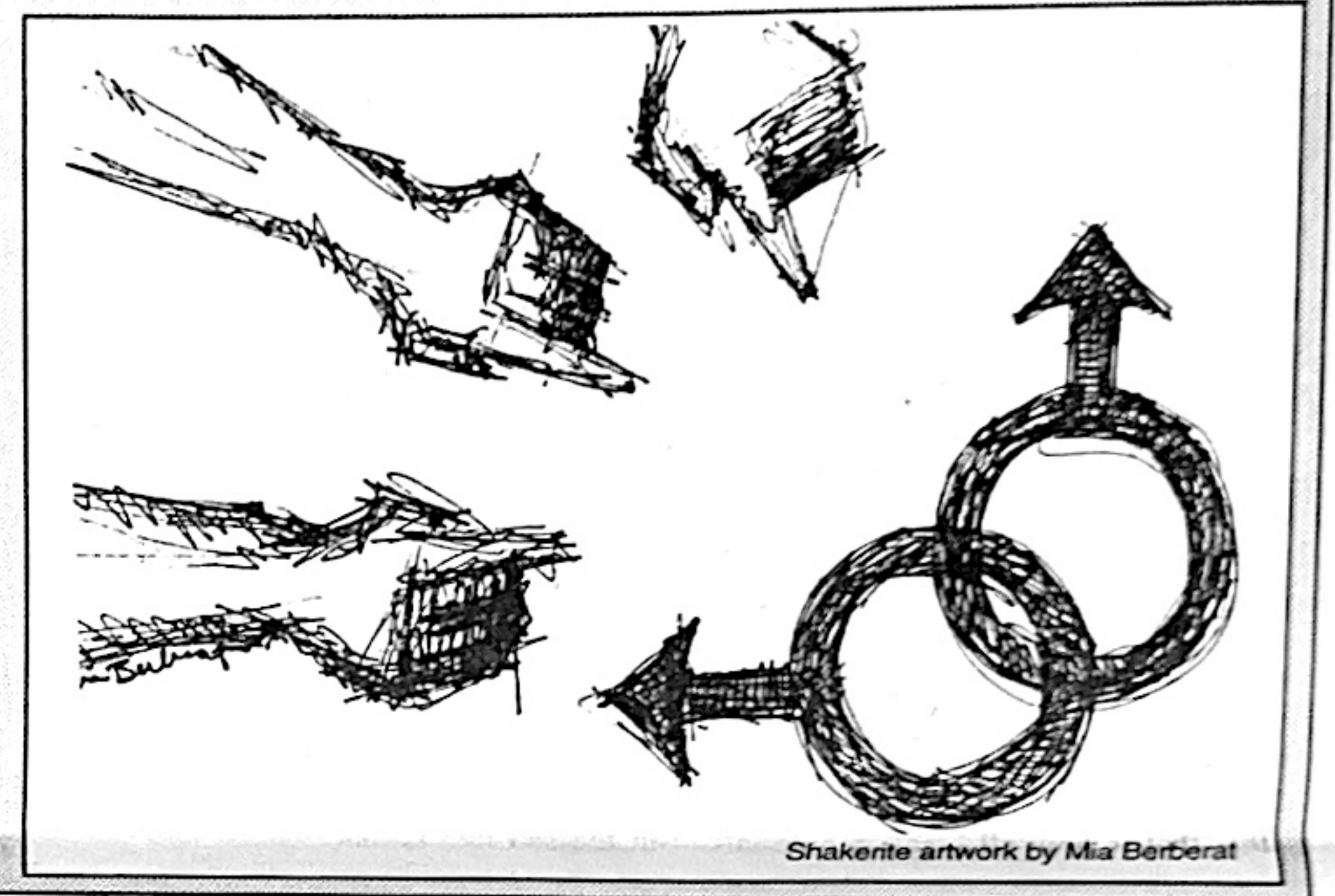
"Conflicts with homophobia and fear
Makes me pray that no one will hear
About my secret and tormented

plights
And turn to prejudice to start a fight
Society wants to judge and condemn
My passion and love for other men.

I hide my secrets and bear them alone
I hide my feelings like a good straight

clone
I forsake a world that I'll never know
Left unexplored and not allowed to

grow"
-lyrics from *Queer Thoughts* by
Litmus Green



Shakerite artwork by Mia Berberat

Mandatory proficiencies: Success or disaster?

BY SCOTT FULLER

Co-Editor-in-Chief

In theory, students attend high school to learn things and prepare themselves for college. Here we are taught the basics of universal subjects such as math, science, government, reading and writing. It would seem only natural that, after four years of schooling in these courses, we should comprehend and be fairly knowledgeable in these particular areas, and be able to display our knowledge if necessary. The simple function of the senior proficiencies is this: to test the aptitude of high schoolers and discover if they have, in fact, grasped the material which they have been taught.

AFTER FAILING THE 12TH GRADE
PROFICIENCY TEST FOR THE THIRD
TIME, EDDIE FINALLY CAME
UP WITH A WAY TO PASS.

It is a very logical, elementary principle, perhaps even more so than the subject matter treated in the exams themselves. And this is quite a feat, considering the relative simplicity of many of the questions. Locating the Atlantic and Pacific Oceans is not intended to be a challenging task, and there is no excuse for students who fail to correctly answer questions such as, "What is the name of our nation's capital?" Certainly not all questions are at this same level of difficulty; some are fairly hard and require serious thought. But this is how it should be, for if the tests are truly intended to reflect proficiency, then the scores should reflect the general rule that all students are not equally proficient.

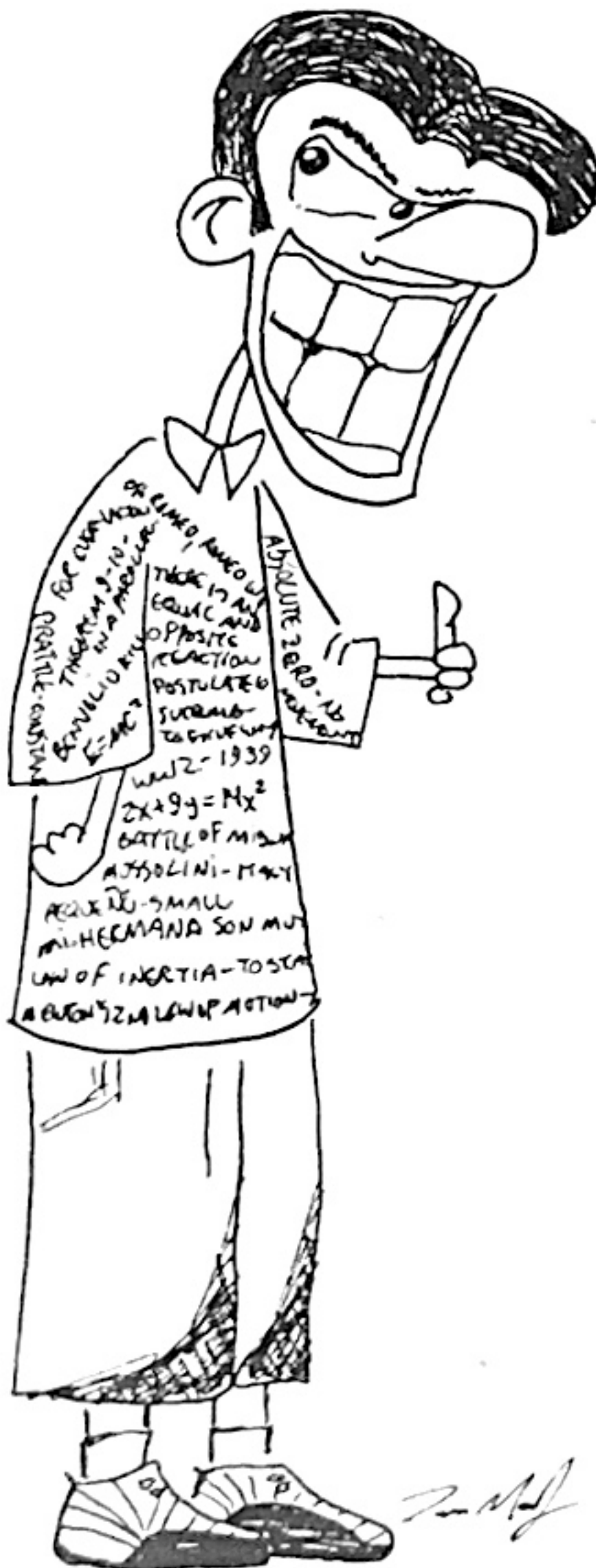
Some might argue that they are poor test-takers, and if this is so, clearly you will need to spend a little extra time preparing for them. Besides, after four years of education, shouldn't one be quite accustomed to taking tests?

This leads to yet another argument: why should I have to take the proficiencies when my excellent grades in school have proven my competence in the material? The response to this is that all students have not taken the same classes, discussing the same subjects, at the same course level, under the same teacher grading policies. The necessity arises for a generic test to place students on common ground. This role is filled by the senior proficiency test.

Senior proficiencies are by no means a stupid idea. What is stupid, however, is the foolish system we currently have of administering these tests with no motivation for the students, rendering the exams useless. As it stands now, I dare say many students don't take these tests seriously. And why should they? It has no effect on whether or not they graduate, and the few students in search of honors diplomas fail to see much merit in them anyway. As a result, the scores become dismal and inaccurate, serving no purpose whatsoever.

The recent concern of the racial achievement disparity at the high school has caused much debate, and I am afraid that here lies a perfect example of how the Shaker mentality is skewed, and somewhat troubling. The proficiencies function only to make our best students shine, receive their cherished honors diplomas, and essentially, those that don't, who cares? Just let them graduate.

It pains me to say such cruel words about a school system I believe to be superb educationally, providing unmatched instruction, a dizzying array of academic options and an wonderful opportunity to succeed. But then again, with the vast wealth our community possesses, I expect nothing less. Our strong tradition of excellence should not lull us into an accepting dormancy, but instead should provoke a desire to continually improve, and maintain our excellence. This chance for improvement is blatantly evident: either make the proficiencies mandatory for graduation or else the state should just get rid of them altogether.



Shakerite artwork by Dan Moody

Language | 01 | Should teachers control the way students speak in school?

BY JESSICA WEEKS

Opinion Editor

Ee-bah-nics. The way the name rolls off your tongue, you'd almost think it was a real word.

But sounds can be deceiving. So deceiving, in fact, that if a perfectly intelligent person walks into a room and starts speaking as if he's never had a day of school in his whole life, his audience would automatically assume he is either stupid, uneducated or just plain ignorant. Great way to make a first impression, isn't it?

Sadly, that is just the impression many Shaker students make when they walk into a room, be it a classroom, a job interview, or a party. The fact is that we are judged by our speech — the words we choose, the grammar we use, and the way we form our sounds.

But unfortunately for students at the high school, teachers have neglected their job of making sure that we come out of this school sounding like competent human beings. In the three and a half years I have been a student, not once have I heard a teacher correct a stu-

Limit the lip!

dent's speech except to control foul language.

And with new ideas such as "ebonics," it looks as though this language will further be condoned instead of condemned as laziness and ignorance of the rules of language. I am not talking about the fine points of grammar, just simple, elementary-school concepts such as double negatives and simple verb conjugations.

Using expressions such as "ain't" and "he be going" are fine for the halls and the streets, but inside the classroom, it is a teacher's job to make sure that students know how to use the English language.

Why do teachers bother to teach advanced vocabulary words if their students don't even conjugate the verb "to be"? Do teachers not care enough about students to make sure they sound educated when they open their mouths? High school is supposed to be our preparation for higher education and the job world, where ebonics will not serve us well. The way we talk outside of school is no one else's business, but in class, we should be preparing for the rest of our lives.

The question is, why doesn't anyone do anything about it?

The answer lies in expectations. Our prejudiced society has come to expect that different ethnic groups speak certain ways, so when they do, no one takes the time to correct mistakes no matter how grave they are. Because inventions like ebonics try to justify grammatical errors as its own "dialect," people expect that that is how all black people talk. But the sad fact is that society carries the prejudices one step further by assuming that anyone who speaks like that is stupid.

Something needs to be done to change this pattern of negligence. Students should take the initiative to speak standard English at school. Using large words is not what matters, rather the absence of swear words and forming coherent sentences. Parents need to see to it that their kids do not grow up in a household where cussing and lazy verb conjugations are commonplace. And most importantly, teachers need to take the time to ensure that their classrooms are not harbors of bad language. Everything has its place, and school is not the place for ebonics.

BY DAVE DEMING

Staff Reporter

English itself is a complex collection of many different languages. What we consider to be "proper English" is nothing more than a confused jumble of derivatives from other languages around the globe. Thus what a great hypocrisy it would be to deny other Americans equal opportunity and personal liberty to speak and be acknowledged in whatever manner they wish.

Ebonics and the people who speak it constitute a significant social group that we, as politically correct and discrimination-conscious Americans, cannot ignore.

There are programs in elementary schools, for example, that teach children who have grown up speaking another language how to communicate with the other children around them. But these programs are called ESL, meaning English as a second language. The programs are designed to teach children English not because it

is a superior language, but for ease of communication. Never once are these children expected to forsake their old cultural ties, simply because they are different. Diversity is something that has always been encouraged in America, and to abandon that now would be to contradict the democratic ideals that we seek to uphold.

By the same token, while "proper English" should be encouraged when communication is a problem, ebonics should be recognized as an appropriate and equally respected language, not as a dialect for people who sound like they grew up in the ghetto. To do otherwise would be to contradict a standard of equal opportunity that we as Americans have held for generations.

Many people would say that supporting ebonics caters to those who choose to rebel against standard, "nice" English and create a street dialect that joins law-abiding citizens with drug dealers and criminals. These people would say we are judged by our speech, that using what many would consider an improper or "slang" vocabulary makes us sound ignorant and uneducated.

Well maybe it is not the speakers of ebonics that have a problem, it is the listeners. Shouldn't the real burden to change be on those who judge people by the way they speak, not their actions and their values? To pass off one's own prejudice on those who do not conform to a carefully constructed stereotype is simply unconscionable. Don't change the language. Change your attitude.

HOOKED ON EBNICS



Shakerite artwork by Mia Berberat

Marie notes differences in Germany

BY MARIE FRISO

Associate Opinion Editor

It's 8:35 on a Tuesday morning and I'm just hanging out in the cafeteria, listening to the radio, chowing down on a breakfast roll I picked up at a nearby bakery before school, and writing an article for the Shakerite.

To skip first period to relax in the cafeteria with fresh bread and stale music has been completely impossible for most of my high school career. If not thwarted by locked cafeteria doors, threatened by security guards or insulted by wayward teachers, I would be the victim of one of those anonymous computerized phone calls: "Your 12th grader has missed..."

Fortunately for my breakfast roll, I'm now a student at Ratsgymnasium Goslar, where they have very different ideas about education and student responsibility.

Goslar, a small town in northern Germany, is almost as large as Shaker and more than four times as old. There are many small changes that remind me on a daily basis that, well, Toto, I'm not in Shaker anymore: skim milk is a rarity; bakeries outnumber fast-food chains at least two to one; mail trucks are yellow and have normal doors, and I haven't heard one car alarm in about three weeks. And then there are some major changes: I've seen about six or seven black people in the last three weeks; practically no one here flies the German flag and I have yet to witness one open display of patriotism; there's none of the suburban sprawl which typifies Cleveland; and people here grow up differently because of the different responsibilities they are faced with.

Take school, for instance. There are no security guards and no study halls and no detentions and no school lunches. Teachers do not assign a lot of homework or give out syllabi or reading schedules; instead, they appear to just expect that students will do what needs to be done in order to be prepared for their next class. There are typically two or three tests per semester, and the rest of your grade is determined by class participation.

Sound good, right? Shorter school days, no study halls, less homework...

But some of the changes are not so positive. Although I could drink or smoke legally here now that I'm 16, my newly acquired driver's license is absolutely useless in this country. If I were German or if I were to stay here another year and a half, I could pay between \$1000 and \$2000, spend countless hours in driver's training, and receive a license (provided I pass the 45-minute test) on my 18th birthday. In Shaker, I spent about \$100 on a driver's ed

course at Sears, watch a few mind-numbing videos about drunk driving, take a written test aimed at third-graders, and take a ten minute driving exam which tests my ability to locate the steering wheel.

There are also a series of restrictions which apply to students. German males must spend nine months after graduation in the military or civil service, no exceptions allowed. Also, one of the weirdest requirements was typified when a teacher interrupted my seventh grade German class to make sure we were all signed up for the appropriate religion course. Students with no religion or students who are not Catholic or Lutheran/Protestant are required to take the Protestant religion class. I tried to imagine a teacher taking a roll call like that in Shaker, but I couldn't get past the part where a Jewish or Muslim student threatens to call the ACLU. I found out later that a religion course without specific religious orientation was offered for students who don't want to take either of the religion classes; in this situation, there just weren't enough interested students to form a class.

So, are things better or worse for students in Germany? Right now, as I polish off the last of my breakfast roll and enjoy the free time my cancelled English class has left me with, I'm inclined to say that things are just a little bit better. There are fewer students here with permanent dark circles under their eyes, and fewer students who seem sick from stress or lack of sleep. But am I willing to exchange some of the freedom and choice I'm used to in Shaker for two or three extra hours of sleep per night and a slower pace of life? I haven't decided yet.



Is Beauty in the



of the beholder?



Myth: Guys only want to go out with girls who are "superthin."

Response: "Guys should look for somebody they enjoy spending time with and who doesn't ask you to do ridiculous things. Looks are a big part of attraction, but not all of it."

-John Sacks, sophomore

Myth: Guys judge looks based on first impressions.

Response: "I think that when you see a person, you can only judge a person by looks first off, but I couldn't go out with a girl that I didn't like."

-Josiah Quarles, sophomore

Myth: Guys base success in relationships on how far they get.

Response: "A lot of people go first for looks, but it really comes down to personality. Looks are the first thing you see, though. Going out with someone just for sex is a mistake. Sex should depend on how you feel about a person."

-Jon Sizemore, freshman

Myth: Guys want girls who wear a lot of make-up.

Response: "Make-up is crap. It's just people trying to be other people."

-Yuri Gottesman, senior

Myth: Girls only go out with guys that are built.

Response: "To me guys don't even have to be cute if they dress nice and have a nice attitude. Hygiene is also very important. Guys cannot have Fila tennis shoes. That is one thing I cannot stand."

-Megan Jones, sophomore

Myth: Girls only like guys who are good dancers.

Response: "That's not necessarily true because some guys can dance and some guys can't dance. I guess if he has a good personality then that doesn't really matter."

-Emily Stear, freshman

Myth: Girls like guys who are dangerous.

Response: "Lots of girls are looking for a guy to fight for their honor, and are looking for someone who can add excitement to the relationship. I personally don't agree with this mentality because you could get yourself into a very unhealthy relationship."

-Jenny Mulligan, senior

Myth: Girls only like guys who are in touch with their feelings.

Response: "I like a guy who knows how to treat a girl. He has to respect me as a person. If that means being in touch with his feelings, so be it. It's better than dating a total male chauvinist."

-Anonymous female, junior

**Fact
or
Fiction**

Point-Counterpoint: Inner beauty or outer beauty- which is more important?

BY MATT YOUNGNER
Guest Filer

BY JESSICA WEEKS
Opinion Editor

When Scott begged me to guest-write a point-counterpoint article with him in this edition of the *Shakerite*, I was more than willing to do so. I like to argue, I like writing, and, of course, there's nothing better than giving Scott a good whooping. After receiving repeated beatings in the bowling alley and on the basketball court, I hoped that this article would give Scott a fair shot at getting even with me.

The topic of our debate gave me further reason for encouragement: physical beauty versus inner beauty, the age-old argument 'Good,' I thought. 'All Scott has to do is pick physical beauty and then, with the fight properly handicapped, we can finally settle down to an even competition.' Unfortunately, my hopes were shattered when Scott was given inner beauty. But greater disappointment was to follow.

Scott, now too terrified to face such an awesome challenge, turned the reins over to the hired goon of the *Shakerite*, Jessica "The Mangler" Weeks. And, while the physical intimidation factor certainly went up a few notches, the newspaper team was still saddled with a losing argument and Scott, shamed into hiding, seemed destined for another stomping, courtesy of me.

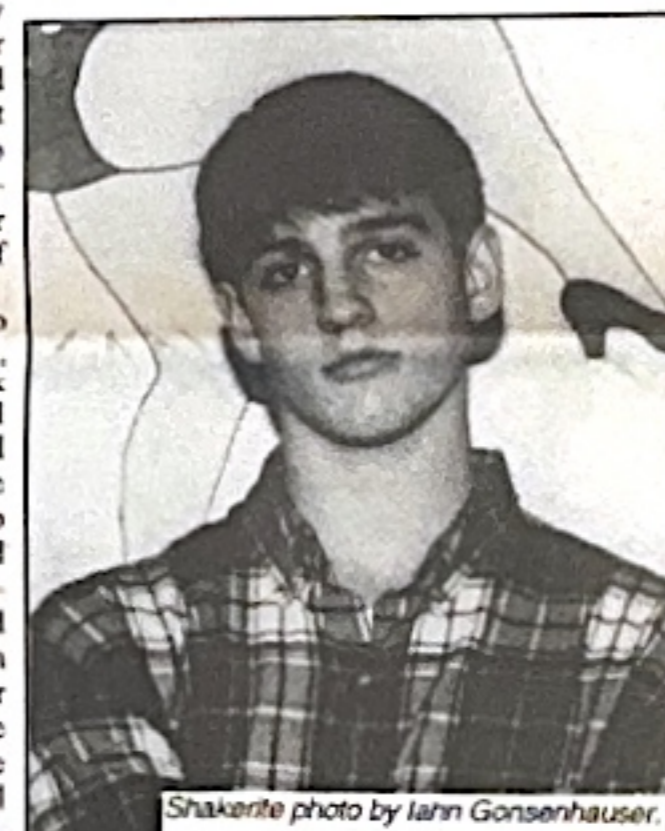
Because, make no mistake about it, Jessica has been stuck with a loser. Physical beauty always has and always will be the greater of these two virtues. The world operates on a graduated system based almost entirely upon appearance. The better you look, the more attractive you are, the higher up the social ladder you can climb. We all know that good looking people are able to get away with things that the "attractively impaired" could never dream of.

Pretty women avoid speeding tickets, any sort of manual labor, and are given preferential treatment at restaurants, banks and stores. People go out of their way to help the beautiful, bending over backwards to ensure that they are as comfortable and happy as possible. We see this happen our whole lives. When we were in kindergarten and had an extra piece of candy and two girls asked for it, who did we give it to? I guarantee it was the pretty one.

In high school, you are approached by a mediocre specimen of the opposite sex and asked to go out Friday night. You, however, have to attend your grandmother's birthday that evening and regretfully decline the invitation. Five minutes later a more attractive person comes up to you and makes the same request. Without hesitation you say yes, forgetting completely about grandma and her unimportant party and knowing, in your heart, that she would have made the same decision. The fact of the matter is that we all want to be beautiful, if we can't be, then we'll settle for just being surrounded by beauty.

"But, Matt," Jessica will surely whine, "that's not fair! It's shallow and superficial to base our lives on appearance. Intelligence and personality, that's what really counts." But, intelligence and personality are things that you are born with, just like physical beauty. There are people who are not smart or funny or nice, and they are left out of the loop just as much as people who are not attractive. It is extremely snobbish to dismiss physical beauty as artificial and unimportant, because it has the exact same genetic roots as intelligence or personality. Your body is just as much a part of who you are as your mind is. Beauty makes us happy.

Whether it is watching a gorgeous sunset, looking at a great work of art, or ogling some fashion model, we like to see attractive things. That basic desire makes physical beauty an invaluable quality and the superior of its weaker cousin, inner beauty. That is the way the world works and I am sure that Scott, when he returns from his seclusion, will come to see the light.



Shakerite photo by Iahn Gonsenhausen.



Shakerite photo by Iahn Gonsenhausen.

Sure, I like to look at guys. Cute guys. But even Gavin Rossdale's dimples get boring after a while [let's face it, he is not famous for his voice], and I am forced to seek other amusement.

You see, every so often, I actually like to talk to people, and if someone is not worth talking to, then no set of abs or adorable little grin will hold my attention. Well, at least not for too long. Unfortunately, our society, and especially our high school, is appearance-based. If someone is unattractive, he or she is automatically considered less desirable and interesting.

But the fact is that if you are spending time with someone, it's their personality you are spending time with, not their looks. And if someone is boring, or conceited, or dull, or untrustworthy, then I wouldn't want to be around them no matter how good he looks.

Picture it: You are sitting with a boy who is a cross between Tom Cruise, Brad Pitt and Leonardo DiCaprio. You have fallen in love with his manly voice, firm pecs and luscious lips. Unfortunately the

only subjects that you discuss are his incredible shoe collection and the new fuzzy toilet seat cover that he got his mom for Christmas. Somehow I think that I would have to drop this droll excuse for a guy faster than Matt got dumped by his last girlfriend [wait, Matt's never had a girlfriend...hmmun?]

Perfectly formed earlobes won't listen to my problems, rosy lips won't tell me I'm fabulous, and rigid biceps won't do much more than carry my schoolbooks. It's the person who does all of that. By the same token, when I look into someone's eyes and swoon,

it's because of what's behind those eyes, not because of some lousy retina.

For example, my opponent Matt is, well, fine as grits, but just not that interesting. Try as I might, I have never been able to pay attention to his droning, predictable humor for more than five minutes at a time. Nice legs, lousy jokes. Definitely a turn off.

The same principle goes for the friends you choose. You should pick your friends because they are cool people whose company you enjoy, not because you want to borrow their clothes or copy their hairstyles.

A perfect example of the triviality of appearance is the stark contrast between Hollywood and Washington. We all love to watch Eric Nies romp around on MTV, but who do we have running our country? I'm sorry, but I don't think we picked Bill Clinton on account of his looks. And Madeleine Albright is definitely not Secretary of State because of her voluptuous figure.

When it comes down to serious issues, such as who we trust with our taxes, who we trust with our futures and who we trust with our lives, appearance ceases to matter. Do you invest all your money in a stock because the guy in the commercial is cute? Do you pick a brain surgeon because of her great legs? Would you love your mother any less if she were a hag?

Appearance just doesn't have anything to do with the person you are. Maybe if you are more attractive, you may be more confident or outgoing, but that doesn't mean you are kinder or more sincere. And sure, I wouldn't want to lock lips with some nasty little buck-toothed troll, but personal hygiene might have a lot to do with that decision.

Physical attraction in most cases has more to do with how you feel about a person than how much you like their looks. You may think someone looks nice, but it is personality that pushes you over into the zone of raw, uncontrollable animal passion.

I guess it all boils down to what your personal values are. If all that matters to you is the aesthetic pleasure seeing a person gives you, then fine. But don't complain to me when your drop dead gorgeous boyfriend has the IQ of patio furniture.

Boys' and Girls' Top 10 list of heroes and heroines in 1976
Boys' 1. O.J. Simpson **2.** Elton John **3.** John Wayne **4.** Chris Evert **5.** Neil Armstrong
6. Joe Namath **7.** Henry Kissinger **8.** Robert Redford **9.** Gerald Ford **10.** Mary Tyler Moore
Girls' 1. O.J. Simpson **2.** Neil Armstrong **3.** Robert Redford **4.** Elton John **5.** Billie Jean King
6. Mary Tyler Moore **7.** John Wayne **8.** Chris Evert **9.** Katherine Hepburn **10.** Henry Kissinger
Shakerite Source: The Top Ten of Everything 1996

Rants & Raves heads to the kitchen

BY NED SACKMAN
Co-A&E Editor

A topic people spend a lot of time on is what to eat. But it is more complicated than that—it is not just what you eat but when you eat and how much you eat and how it affects you, etc. So this month Brendan and I are going to take a closer look at what is good and bad in the world of culinary arts.

Salads- It is not so much salads I take issue with, but the definition. I think of salad as lettuce and tomato and dressing, but then there is potato salad and turkey salad and caesar's salad and so on. What qualifies as a salad? Why not just call potato salad potatoes and mayonnaise?

Oreos- Did you know that Hydrox cookies actually came first? They still blew it though because Oreos are unquestionably the best substance on Earth.

Big Eaters- What are these guys [or girls] trying to prove? If I go out to eat with someone who buys \$10 of food at a take out restaurant, all that proves to me is they like to spend a lot of time in the bathroom.

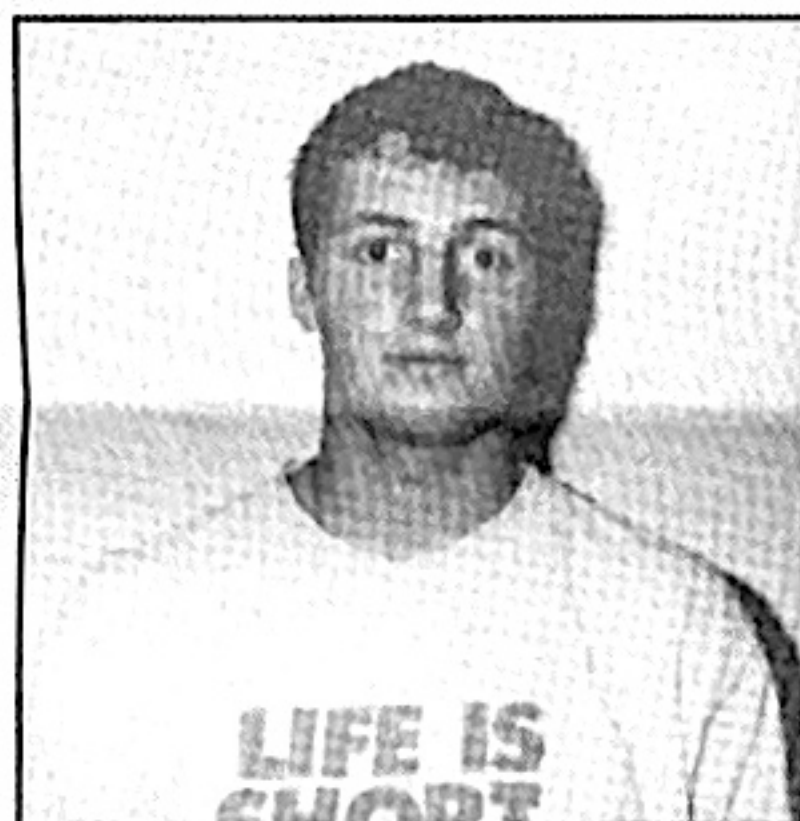
Crystal Pepsi- There was a good idea. Let's take regular Pepsi and make it the color of castor oil. I wonder if these were the same geniuses that came up with Dunkaroos.

Noodles- I'm not really sure whether to eat them with a fork or a spoon. If you try to eat them with a spoon they just slide off, but you can't really eat them one by one with a fork either. Maybe I should try a spork...

Watermelon- I really like watermelon but I can't seem to eat one without swallowing seeds like a vacuum cleaner.

Blue Oyster Cult- I guess they're not food, but B.O.C. still rocks.

Tomatoes- They just seem to turn up everywhere. Tomato sauce on pizza and spaghetti, in salad, in ketchup, in lasagna, in V8, in tomato soup. Tomatoes are taking over and if you ask me it all the fault of those insidious red-headed fiends.



BY BRENDAN MASINI
Co-A&E Editor

I love to eat, and I'm very hungry. But before I get my grub on I think I will review some of the foods that I often think about. There is just so much food out there I almost don't know where to start.

Spam- Just say this word to yourself a few times and you will know that it can't possibly taste good. The only time that I might eat Spam would be in the wilderness if I was starving to death. Even then, though, I would look for tasty grubs and roots first.

Rocky Mountain Oysters- These are not oysters from the native waters of Colorado. Some real funny guy came up with this name to trick people. And people certainly did need to be tricked into eating bull testicles.

Sporks- I can't even count how many times I have had trouble deciding whether to eat something with a spoon or a fork. If only I had a spork there would have been no problems at all.

Italian Food- Spaghetti, ravioli, risotto... A long time ago, when people were first learning how to cook, the Italians did it the best.

Tofu- What is tofu? Why is there tofu? Who wants tofu? Hey man! Get that stinky tofu out of here.

Food Cooked By Grandmothers- There is no doubt that if your grandmother cooked something for you, then it is going to be much better tasting than it ever has been before.

Grass- It tastes kind of weird and it is hard to chew, but if so many kinds of animals eat grass then I will too.

Boogers- Don't eat your boogers! They don't taste good [not that I've ever tried them] and it's really, really gross.

Cream Soda- Cream soda is perhaps the most underrated pop ever. The only time that anyone ever chooses to drink cream soda is when there are no other choices. That makes me sad because cream soda is really good.

What's? Goin' On?

It's showtime and the lineup in C-town has never been this hot. So take advantage of all this action by seeing as many bands as you can. You know this is the town that created all the bass sound.

✓**Bloodhound Gang-** Peabody's, Mar. 3

✓**Sheryl Crow, Dishwalla-** The State Theater, Mar. 8

✓**The Wallflowers-** The Odeon, Mar. 11

✓**Local H-** Peabody's, Mar. 12

✓**Rugburns-** The Grog Shop, Mar. 15

✓**De La Soul-** Peabody's Down Under, Mar. 19

✓**Bush and Veruca Salt-** Gund Arena, April 21

Ticket Information is available from Ticketmaster at 241-5555

Video games: Still bringing the ruckus after all these years

BY DAVID DEMING
Staff Reporter

For many people, one of the memories that sticks out from childhood is the first toy. It might have been a G.I. Joe, He-Man, Barbie, teddy bear, whatever. Then, later on, the toys get more advanced. Etch-a-Sketch, matchbox cars, power wheels. Finally that magical day came when the first video-game system appeared. It could have been on Christmas or a birthday, wrapped in festive, colorful paper with a beautiful big red bow. Ah, video games! Countless hours of fun, good-natured competition, exchanging of strategies, a perfect preparation for the entrance of a young child into society.

Then came the dark ages, that time in middle school when everyone was "too cool" for video games. They all wanted to go to lame middle school parties where boys and girls danced with each other, at least two feet apart, pretending they were having a good time, but really just feeling incredibly awkward. The fondness of these memories, though somewhat cute and nostalgic in a way, pales in comparison to the joy of Tecmo Super Bowl.

Video games are a metaphor for life, mirroring the great struggles of humankind. The great game, the epic struggle, all available at the simple touch of a button. What a perfect substitute for normal people who can't have these experiences in their own lives!



Oh, I know what you're thinking. I'm a dork. Well so be it. Closet video game addicts are all over the school, and if I have to be the first one to come out, then so be it. This is a call to arms! Video game lovers, unite! Throw down your silly notions of coolness and superiority, and pick up those controllers. I know it's hard. You feel so alone. You feel as if no one understands you and your secret. Well I'm here to tell you that you are not alone. Our numbers are many. Join us.

Pricing comparison for game systems:

System	Price	Game Price
Nintendo 64	\$199	\$65
Sega Saturn	\$199	\$65
Sony Playstation	\$199	\$65
Super Nintendo	\$99	\$50
Sega Genesis	\$99	\$50

**Note that some systems come with games or other equipment
Prices gathered from local advertising*

Live stays true to itself for new album

BY MILES BERGER
Co-Editor-in-Chief

Fire up the mosh pits, because Live is back with a brand new album, *Secret Samadhi*. The album, true to its title, brings many questions to mind but leaves most of them unanswered.

Should artists tailor their work to the public, or is that "selling out"? Or, is it the sole task of artists to express themselves and their own feelings, without regard to their audience? If so, then what is great art: what the public likes and understands, or what expresses the artists' feelings, even if no one else can relate?

What does this have to do with Live and their new album? Everything. Unlike most artists, Live transcends the entire question of whether art should express what the artist feels or what the audience wants because they do both. The heartfelt wails of singer Ed Kowalczyk make it clear that his lyrics are based on his

own emotions, yet they are also appealing to fans.

Kowalczyk seems to relish the irony of singing songs that propose views [such as his Eastern religious beliefs and pro-life stance] that many people do not agree with.

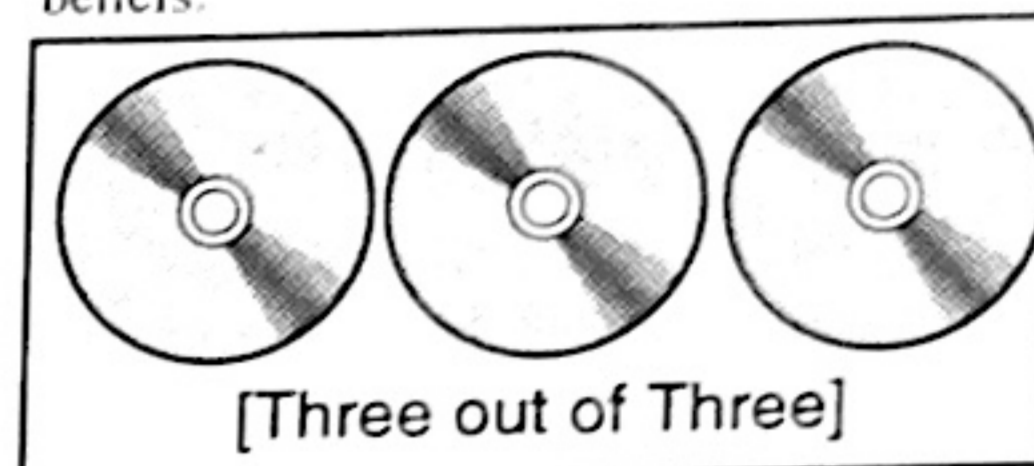
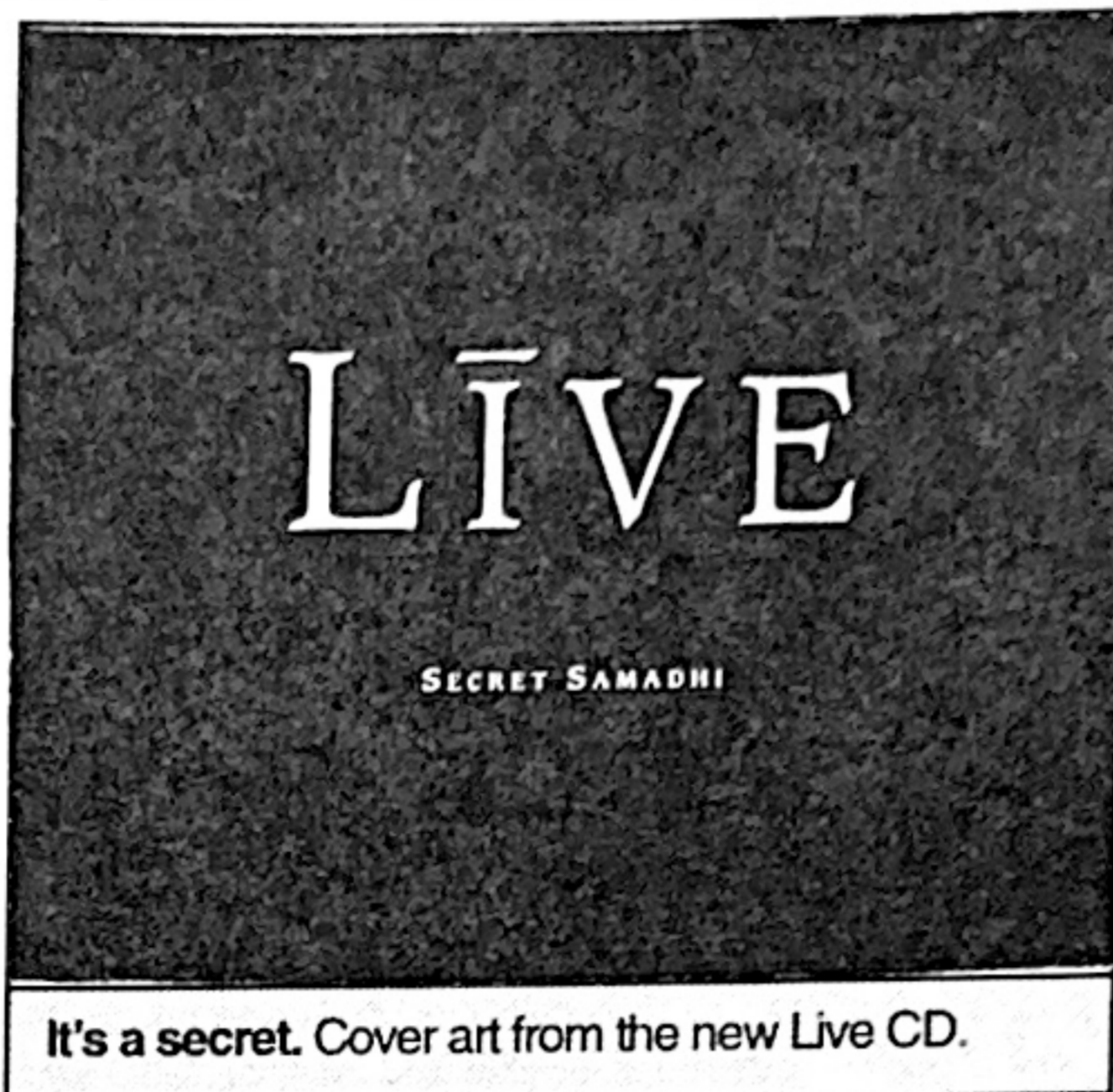
What, a band that is commercially successful and stays true to itself? Yes, and don't be surprised. R.E.M. did it in the 80's, virtually starting alternative rock, and Miles Davis did it with jazz in the 70's. Live now seems poised to do the same thing in the 90's. They have the basic hard rock/grunge roots as bands like Bush and No Doubt, but Live's music sets it apart from the rest of the pack. While the rest of the alternative bands out there write song after song that repeat the same loud, monotone guitar riffs, Live's music

is filled with harsh dynamic changes a la Nirvana, dramatic crescendos and atmospheric interludes.

It is because of this, the music, that

Live is so successful. They rarely sport show-off guitar solos like Soundgarden does, and many of their songs are surprisingly simple. What sets Live apart is their ability to create musical atmospheres that evoke the same feelings Kowalczyk is singing about. An ominous bass line fore-shadows crashing, distorted guitars and screaming here, a faraway guitar note echoes Kowalczyk's moaning there.

John Lennon once spoke of his music as a cake: everyone would take a piece because the frosting [melody] was so sweet, but in doing so they would invariably taste the cake itself [the message]. It is a tribute to Live that their music is so powerful that people continue to buy their records despite Kowalczyk's unpopular beliefs.



Dave Matthews rocks students' world

BY LESLIE SIMON
Co-Centerpiece Editor

How do you make a perfect concert? Take a heaping helping of Dave Matthews, a splash of Tim Reynolds and mix them together at the Akron Civic Center. Watch them cook for almost three hours and then let them cool. Serves 2,500 people, and it makes an incredible dish!

After postponing his original show in order to play at Bill Clinton's inauguration, Dave Matthews took the stage Feb. 4 in front of a sold-out crowd for a night of pure acoustical enjoyment. Joined by his friend and fellow guitar player Tim Reynolds, Matthews lit up the theater playing two amazing sets filled with oldies, new songs and covers.

The Civic Center, with its dramatic architecture and gothic carvings, was the perfect setting for this duo. Starting promptly at 8 p.m., Matthews opened the first set with "Lie in Our Graves," "Dancing Nancies," and "Two Step." Matthews' voice was impeccable, hitting every note with the greatest of ease, while Reynolds glided across his guitar with unbelievable clarity and brevity.

Pausing between every couple of songs, Matthews connected with the crowd by telling stories about his friends from South Africa, the annoyance of water crickets and even the meaning behind the lyrics and setting of his songs. At one point a group of rowdy guys began to disrupt the show and Matthews simply replied, "It's my show, so shut up!"

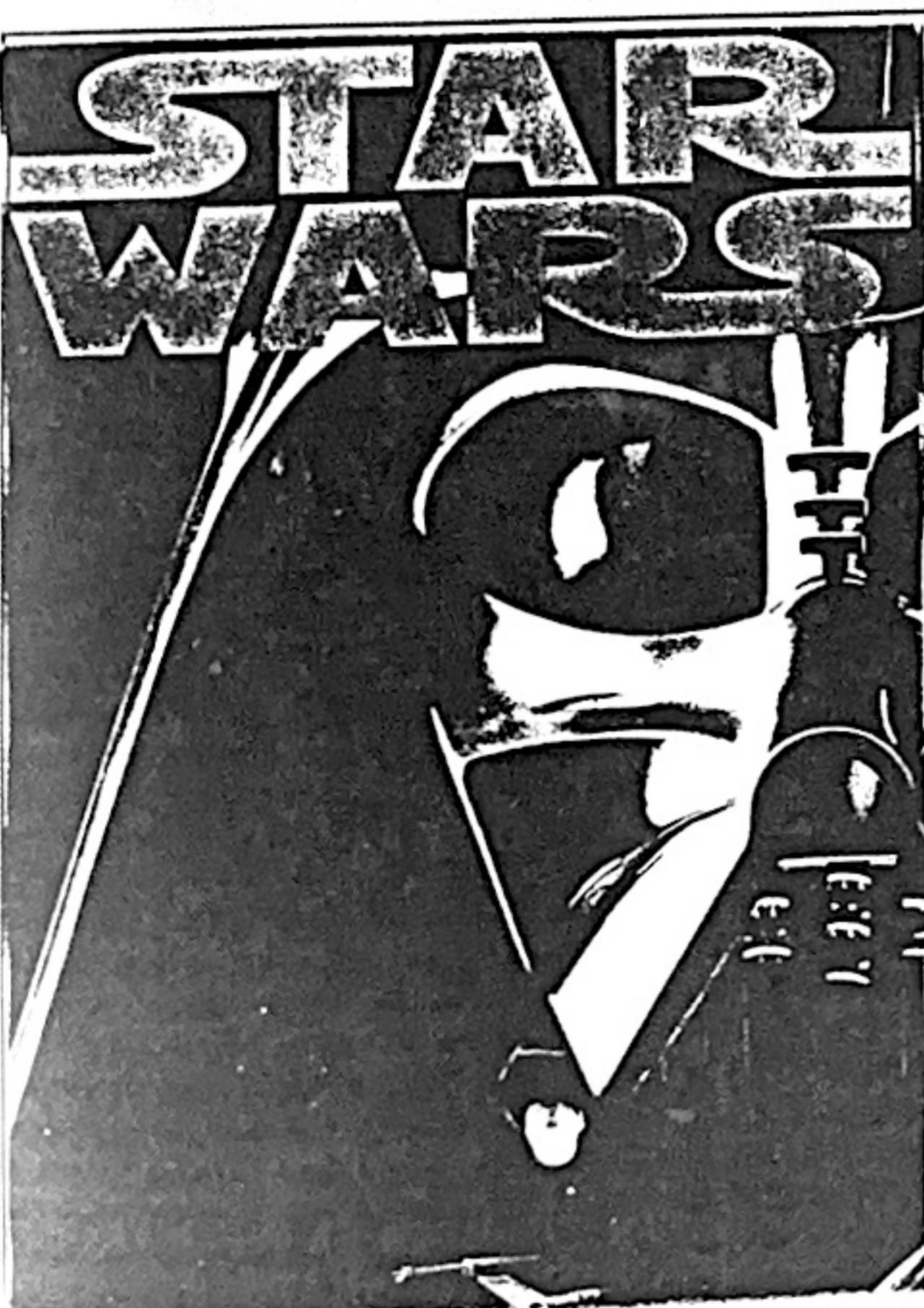
Continuing on, the duo played such anthems as "Ants Marching," "So Much to Say," and "Satellite," all of which are regularly performed by Matthews and his band the Dave Matthews Band. Reynolds also gave the audience a taste of his solo sound with "Stream." Reynolds also has his own band, The Tim Reynolds Trio.

The vibe of the music was well mixed, with slow melodies and fast ditties all jumbled up together. Matthews even serenaded the audience with "I'll Back You Up," and "Lover Lay Down," causing lighters to flicker and all of the females to swoon. One of the high points was the introduction of a new song, "Crazy," and covers of John Prine's "Angel From Montgomery," and Marilyn Manson's "Crypto Torture." Ordinarily a thrashing, hard edged song,

Matthews played it as a tender and mellow ballad, describing it as a really "beautiful song."

The audience was just as into it as Matthews and Reynolds. Except for the horrific monkey squeals [coming from the idiotic fellow sitting in front of me!] before the playing of "Proudest Monkey," the audience was for the most part respectful of the musicians. Even as the night was winding down, the audience was still in rapture, producing an avalanche of people running to the front of the theater to catch a better glimpse of the talent on this Akron stage. Closing with an extended rendition of the ever popular "Warehouse," was the perfect end to a perfect evening. Matthews and Reynolds definitely satisfied the audience's appetite, leaving no room for dessert.

Back For More



Give in to the dark side. Darth Vader stares from the home movie cover art.

BY BRENDAN MASINI
Co-A&E Editor

A month ago, the nation collectively blew the dust off their old Millennium Falcon models as well as other Star Wars memorabilia to embrace the second coming of George Lucas' timeless classic. I must confess, I was as excited as anybody else. I have spent entire Saturday nights watching the trilogy in marathon. The word on the streets was overwhelming praise for the new effects and never before seen footage. All of our old favorites were back for more. Luke and Han were going to blast their way in, to save the princess in the same daring manner, Darth Vader was going to control the dark side of The Force in the same scary way and R2D2 and C3PO were going to have the same arguments. Perhaps then, the only downside to the movie should have been no surprise. It was all the same.

Not to say that I did not enjoy the experience immensely [I did] but it was hard to tap into the nervous energy pouring into the theater's atmosphere from first time viewers. I wanted to be one of them. Not knowing that everything was going to work out in the end. Having to ask people to explain the intricacies of the Force to me when I was confused. To me it was just Star Wars, but to them it was an entirely new viewing experience.

For the first time I saw the movie for what it was, a stepping stone in special effects. It was way ahead of its time, but that was a long time ago. Even the surround sound, big screen experience couldn't give me the fresh feeling that I craved. It was cool to see the characters in full size as they were meant to be seen but at times I wished I was watching it from my couch on the VHS tape that I have nearly worn out. The big screen actually served to make some of the visual flaws in the original filming more obvious. But these flaws did not dampen the spirits of those around me.

I was delighted to see all of the first timers around me ooh and ahh as planets were destroyed and storm troopers were blasted. I even gave a cheer when the Death Star was destroyed. But it was a half-hearted cheer. At each big scene I was hoping to be impressed by a display of special effects wizardry, but for the most part, the explosions and the action were unchanged from the original. When Jabba waddled around with Han Solo I was impressed, but four and a half minutes of new footage was hardly enough to satisfy me.

HOW DO YOU FEEL ABOUT THE FORCE?

A SHAKERITE SURVEY OF OPINIONS

"I like the new effects and it was worth it to see it on the big screen, but it was disappointing because not much was changed from the original movies," sophomore Seth Chokel said.

"I fell asleep during the loudest part, I really liked the movie," freshman Nate Auerbach said.

"Purists don't like the new effects in Star Wars, but they can blow it out their ears because George Lucas did them himself and the original ideas are still the same," sophomore Jennifer Cunix said.

"Being a Jedi Master, I feel that the force is with this new movie," sophomore Dan Deming said.

"I've never seen it," junior Angela Goodwin said.

"I went to see it with my family because it is absolutely the best movie ever," senior Pat McMenamin said.

It is hard to believe that this is only the beginning of the Star Wars mania. This week, millions across the country visited Darth Vader and shared in Luke's training by Yoda as the remastered *Empire Strikes Back* movie debuted. And a month from now, *Return of the Jedi* will thrill audiences as Luke finally conquers the dark side. Even then, we will not be done even. All new movies with new characters will be released.

Perhaps only these new films will make me happy. The new scenes and characters will probably be enough to satisfy, but I already know that when I do see the movies I will be wishing that they were more like the original three. I guess I'll never be satisfied.

It is hard to believe that foul stench in the hallways during the week of senior proficiency testing came from one person, but we owe it all to senior Wallis Wilkinson, a.k.a. "Skunkfunk Willis." She began to reek when her dog, just sprayed by a skunk, bounded into her house. Wallis got so tired of hearing comments about her odor that she started to make a game of it by passing out candybars to anyone who mentioned her stench. Thanks to scented candles, Wallis and the hallways are back to normal.

Counselors reflect on student concerns

Q. How do you recommend different level classes to students?

"I tend to push my caseload into the highest level of learning possible. If the schedule needs to be changed later, it is easier to switch down a level than it is to move up."

— Counselor Jasmine Corbitt

"Students should take the classes which stretch them, but in which they are able to be successful."

— Counselor Gerimae Kleinman

Q. Do you feel that you pressure students to take certain classes?

"After students make the class selections, the schedule goes home. Students and parents make the final choice."

— Counselor Freddie Holman

"I look at past teacher recommendations. If they go against a student's wishes, I have a standard line. I say 'It would be foolish to do that without consulting the teacher.'"

— Counselor Robert Annandale

Q. How do you aid students with the college application process?

"I first encourage kids to look at CSU, Baldwin Wallace, John Carroll, and CWRU just to get an idea of different locales and sizes. The whole thing is about helping the student find the fit."

— Head Counselor Eileen Blattner

"It is a counselor's job to write a college recommendation. I usually draft a letter and ask for student revisions. My goal is to write the strongest positive statement that I believe to be true."

— Counselor Robert Annandale

"I really recommend that all kids have two reaches, two maybes, two sure bets. You are looking at spreading your choices by selectivity and cost."

— Counselor Jeffrey Lewis

Q. What is your attitude toward your job?

"I enjoy the versatility. My job is dif-

ferent than just teaching class everyday. I like to meet with kids around their concerns. When kids overcome a personal problem, you feel as if you might have helped someone."

— Counselor Freddie Holman

"I feel that my attitude on counseling is relaxed. I want to know my kids, not just by numbers, but by personality."

— Counselor Jasmine Corbitt

Q. Do you feel that the Guidance Department is racially biased?

"In all honesty I would say that the Guidance Department is totally color-blind."

— Counselor Gerimae Kleinman

"I definitely feel we need to encourage African-American students more because they are more likely to be nervous as only one of one or two other black faces in a higher level class."

— Head Counselor Eileen Blattner

Shakerite interviews
done by Rachel Zinn

New kid on the block

The Rookie. French teacher Andree Sajous became a counselor this year after receiving her certification in '92. She is currently counseling only freshmen.



"I love my job. It is a challenge and I have had a whole lot of help from other counselors. I've caught on pretty fast, and now I am almost on my own," Sajous said.

Sajous also worked for the guidance department last year as a liaison between Cleveland Heights and Shaker Heights. She helped arrange transcripts for transferring students.

"This job is a change from being a teacher because there is more one-on-one interaction. I feel that I am doing a great job," Sajous said.

Behind the Scenes: An In-depth Look at the Guidance Department

Guiding Light Students discuss varied experiences with counselors

BY TOBY BULLOFF
Co-Feature Editor

"What I like about my counselor is that she is accessible. Most of the time you could walk right in and she will help you." — Senior CM

"My counselor makes it seem like she is too busy to talk to you." — Senior AF

"We discussed my options and then my counselor left the decision up to me. Honors classes were always my choice." — Senior AW

"My counselor acts like her job is something she has to do, not something she wants to do." — Junior AF

□ Scheduling

An important concern of students is getting scheduled for the right classes—the first time around.

Junior EF had problems in 10th grade when she was assigned no history and two of the same biology class. After EF complained, she ended up with the right history class but no biology. Because of filled classes, it took another week to fix her schedule.

Deciding what level classes to take can also be a source of conflict. Junior KC switched counselors because her original counselor discouraged all honors classes in the 9th and 10th grades.

"He said stuff like: 'Well, you know it's going to be hard,' and 'Make sure you really know what you're getting into.' Then I had to argue with him that I really did want to take these classes. My mom decided to switch me to another counselor after that," KC said.

Senior JC was also upset with her counselor's scheduling ideas, because she said she felt he unfairly pressured her away from AP classes.

"He steered me away from hard classes — five AP's in 11th grade — but I took them anyway. Besides, I don't think he had any reason to discourage those classes when I had all A's and B's before," JC said.

However, Senior AB said her counselor was always fair in suggesting certain classes.

"We discussed my options, and then my counselor left the decision up to me. Honors classes were always my choice," AB said.

Junior AW said her counselor introduced her to options at Tri-C so she could take classes both at college and at Shaker. She felt this situation was flexible and right for her.

Senior PD also took advantage of advice from his counselor by enrolling in a vocational program outside of school. He is thrilled by his current schedule and has nothing but praise for his counselor.

"I love my schedule. She is a great

lady, and she is really on her game," PD said.

Junior KC felt her counselor encouraged her to take advanced level classes.

"She made me take typing to boost my GPA instead of two study halls. And she always takes a personal interest in me. She says 'I know you can do it, you can do better,'" KC said.

While some students expressed concerns that racial prejudices are obstacles to the scheduling process, senior JW does not think so.

"We can't blame the counselors for the leveling system. It's an individual decision whether or not you take honors classes," he said.

□ Personal style

A counselor's personal style can also dominate relationships with students.

Many students mentioned that accessibility problems have marred their opinion of the guidance department.

"My counselor comes when she wants to. When she is there, she makes it seem like she is too busy to talk to you," AF said.

Freshman SR had similar problems reaching her counselor before the counselor obtained a bulletin board and voice mail.

"She seems like she's never in her office, so is basically impossible to reach her," SR said.

Senior ML has encountered numerous problems with her counselor because her counselor is a naturally energetic person.

"She was frantic all the time. She was trying to do ten things at once, and what should have taken five minutes takes the whole period," ML said.

Junior KC explained that her counselor's personality was "standoffish" at first. KC said her counselor acted disinterested around her.

"He blows people off. He picks and chooses who he wants to spend time with," KC said.

Junior AF had difficulty relating to her counselor on a personal level.

"It is kind of hard to relate to where she

is coming from. Also, she acts like counseling is something she has to do instead of something she wants to do," AF said.

Many people have no problems with their counselor on a personal level.

Senior CM likes her counselor because she is easy to talk to.

"She is accessible and you do not have to make an appointment to see her. Most of the time you could walk right in and she'll help you," CM said.

Junior MM also values her counselor as an adviser and as a person.

"She is creative and proactive. She goes out and gives you ideas," MM said.

Junior SH felt at ease with her counselor as a new student last year.

"I had no problem with my classes, she introduced me to people, and she really helped me fit in," she said.

□ College selection

Students have expressed mostly positive opinions about their college conferences with the guidance department.

"My counselor is taking a realistic approach with me. I am not going to waste any time applying to schools that I really can not get into," junior SB said. "She has opened me up to schools I have never heard of but are still good."

SB mentioned that his counselor has also been helpful making computer printouts about limited lacrosse scholarships.

Senior CS has positive feelings about her counselor.

"For colleges, it seems as if she has my best interest in mind. From the type of classes I take, she knows what kind of university I would be best suited for," CS said.

She is also pleased because her counselor has contacted coaches to get her basketball scholarships.

Senior KB said her counselor gave her good advice.

"He encouraged both prestige and money for schools, and I chose a school which combined both. My counselor really gave me a good idea where I could get in," KB said.

'It's Your Move' educates variety of students

BY NICOLE SUTCLIFFE & TOBY BULLOFF
Co-Centerpiece Editor & Co-Feature Editor

Junior Sarah Kramer decided to bring the nationally organized "It's Your Move" club to Shaker because she felt Shaker's diversity and tolerance would make it an ideal setting for the human relations club.

"The purpose of the club is to break barriers through education and community service. We are focusing on community service for the moment, but the club is actually open to doing most anything," Kramer said.

Right now, planned activities include trips to senior citizen homes Judson Park and Margaret Wagner. Twice a month, club members will be "adopting a grandparent" at Judson Park.

"It's Your Move" is also promoting the Anne Frank exhibit at the Cleveland Playhouse. According to the national chain newsletter, it is a "community wide event." The exhibit is meant to be used as a forum for a meeting, and the club also encourages members to see it on their own.

According to club adviser, art teacher Becky Bunosky, the club is a great idea and she is happy to take on the responsibilities as the adviser.

"Mrs. Blattner suggested to Sarah that I might do it. Personally I feel the club is a good idea. It is a way for people to get to know each other out of the normal school environment," Bunosky said.

"The enthusiasm and large turnout for a club just starting is really exciting. It is reaching out into the community, and we need as many people to be involved in this kind of outreach as possible," Bunosky said.

Students have argued this new club is taking away from already

established clubs such as Interact and SGORR.

"I just hope we can overlap and not compete," Interact officer Lisa Lazarus said.

Freshman Kirsten Lund has discussed "It's Your Move" with other members of her SGORR group.

"I've heard that people from Interact are angry. Other people think that the two groups should merge because their goals are so similar," Lund said.

But Kramer and Bunosky feel that "It's Your Move" is opening up new opportunities.

"What is important is that people have found what they can do, a way to become involved," Kramer said.

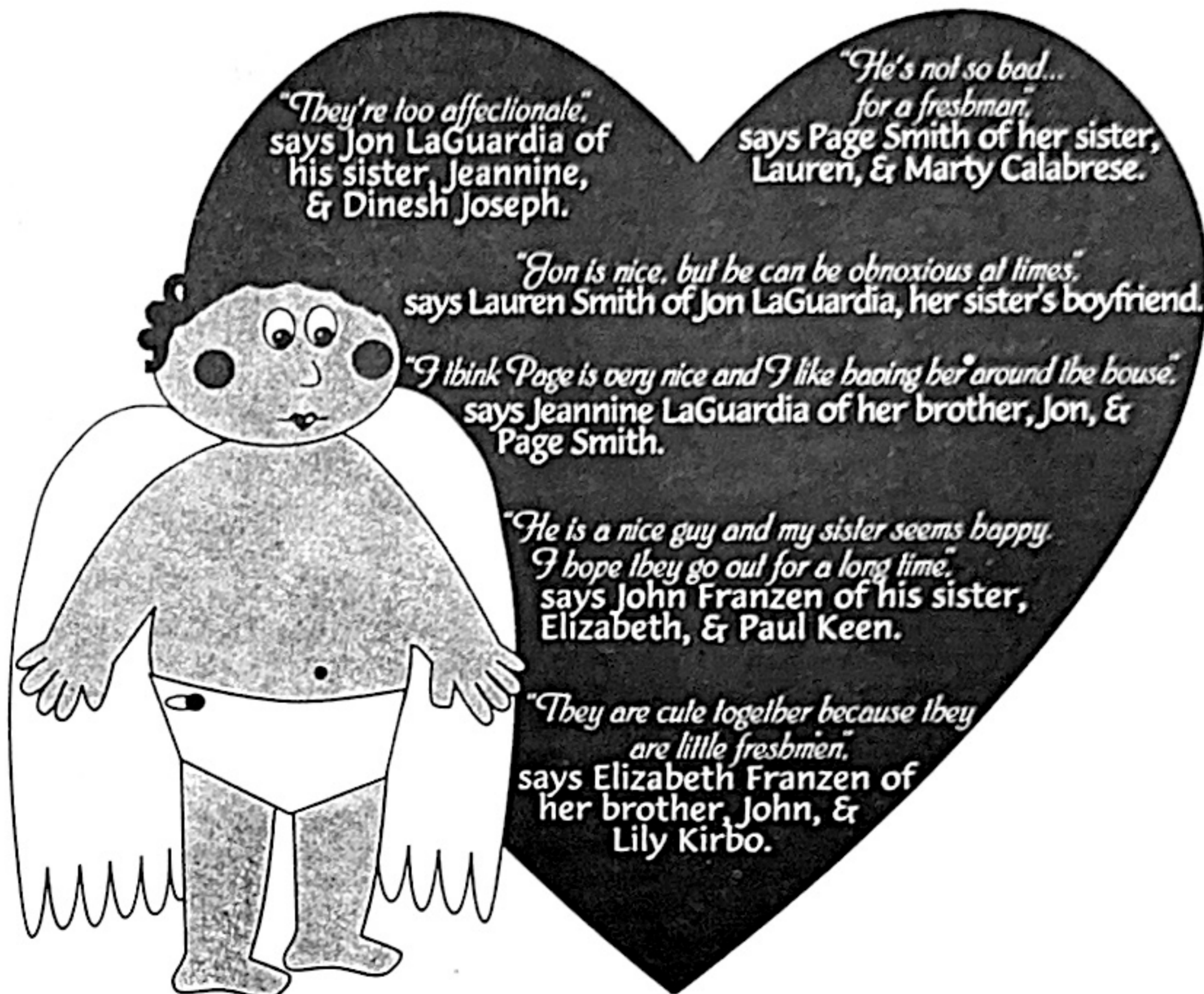
"We are just adding to the community spirit. Our club is not meant to detract from others," Bunosky said.

Sarah noted that the three clubs could possibly merge in the future.

"You can not help but overlap skills from one club to the other, and I still regard Interact and SGORR as great clubs. Otherwise, I would not still be in them," Kramer said.

"I want to encourage other clubs to participate in some of the activities with us," Kramer said. "I just started this club because so many of the same people were in Interact, and I wanted to see a club with a variety of members."

There are three co-presidents of the club: Kramer, Jacqueline Munyasya and Nichole Kirtley. The secretaries are Kim Dean, Anne Selden and Laura Andrews. According to Kramer there are approximately 59 people on the roster with 30 to 40 people actively involved.



"They're too affectionate," says Jon LaGuardia of his sister, Jeannine, & Dinesh Joseph.

"He's not so bad... for a freshman," says Page Smith of her sister, Lauren, & Marty Calabrese.

"Jon is nice, but he can be obnoxious at times," says Lauren Smith of Jon LaGuardia, her sister's boyfriend.

"I think Page is very nice and I like having her around the house," says Jeannine LaGuardia of her brother, Jon, & Page Smith.

"He is a nice guy and my sister seems happy. I hope they go out for a long time," says John Franzen of his sister, Elizabeth, & Paul Keen.

"They are cute together because they are little freshmen," says Elizabeth Franzen of her brother, John, & Lily Kirbo.

A family thing Students comment on siblings' significant others



Shakerite graphic by Rebecca Marshall

Suit up and Head Out

How to get started in cross-country skiing

Holden Arboretum

9500 Sperry Road, Kirtland
(946-4400)

10 - 5 Tuesday - Sunday

- * Only open to members
- * No rentals
- * Groomed, scenic trails
- * Not crowded

The Ski and Sport Haus

2228 Warrensville Center Rd.
(247-4900)

- * In Chester Twp
- * \$18 weekend rate

Newman Sporting Goods Recommends:

- * Fischer, Jarvenen, Karhu skis
- * Cheapest package, about \$130
- * most expensive, about \$500

"Clothing-wise, the more breathability, the better."
"Check out local golf courses for the flat land."

Federal Aster Ski Shop

8330 Mayfield Rd.
(729-9472)

- * 25 minutes away
- * \$10 per day

North Chagrin Metropark

Sunset Lane (473-3370)

6 - 11 daily

- * Public, free
- * No rentals
- * Not groomed, scenic trails
- * Not crowded



-Country Skiing: 'It's the thrill'

ANNA DALEY & TOBY BULLOFF
Staff Reporter & Co-Feature Editor

"It's the thrill that makes you do it," math teacher and Ski Club adviser Dennis Hogue said of cross-country skiing.

Cross-country, or Nordic skiing, originated as a way to get over snowy land without roads. Today, not only is it regarded as the number two aerobic sport next to swimming, but cross-country skiing is also rapidly increasing in popularity.

There are many places near Shaker to cross-country ski: Punderson State Park, Quail Hollow, Chagrin Falls Metroparks, and Holden Arboretum.

"I skied out in Chagrin Falls and it was by far the best place I've cross-country skied in besides New York and Chile," freshman Felipe Amunategui said.

Manager Tim Krynak agreed the Metroparks were his favorite spot in the area for skiing.

"We are one of the best Metroparks to ski at because we typically get more snow than other reservations," Krynak said.

Cross-country skiing has numerous advantages, according to Mike Stern, a salesman at Newman Adler Sporting Goods at Van Aken Center.

"There are low equipment and rental costs to cross-country ski. It is easy to learn, it works your upper and lower body, and it builds endurance," Stern said.

Cross-country skiing is often convenient because it does not require large amounts of snowfall or special terrain.

Cross-country skiing is also a sport with a large variety of participants, said Holden Arboretum Manager Matt Tarajcak.

"We get a wide range of ages, from 4 or five to 75," Tarajcak said.

Cross-country skiing is often compared to its sister sport, downhill skiing. Downhill and Nordic equipment is similar because both sports use long metal runners, boots, and poles. However Nordic skis are narrower, the heel is not clamped to the ski, and the boot is softer, according to Stern.

Besides the equipment differences, cross-country and downhill skiing may attract different types of athletes.

"I didn't really like cross-country skiing much. I thought it was kind of boring. I like the adrenaline rush of downhill better," sophomore Jeff Klug said.

Stern, however, urges that downhill skiers at least give cross-country a try.

"Anyone can learn to Nordic ski as long as they have coordination," Stern said.

Sophomore John Manly agreed Nordic skiing is worth a shot.

"I like it because it's peaceful. We bought used skis at the Woodbury sale for 25 dollars and boots up at Newman's. If people have the equipment, they should try it," Manly said.

Although cross-country skiing is not extremely expensive, Mark Watson at Buckeye Sports notes that cost is a factor in the sport.

"Beginners should always take lessons and rent first before buying," Watson said.

Skis can be rented for as low as \$10 a day at Buckeye Sports Center in Peninsula, Ohio.

Junior Maura Malone definitely recommends the sport to other students.

"Cross-country is fast, a rush, and you can go out and ski in just a shirt and pants," she said.

Congratulations to swim coach Ernest Welsch for being voted Northeast Ohio Men's swim coach of the year. Congratulations are also in order for hockey coach Mike Bartley for being voted Red Division Coach of the Year.

'On a mission from God'

-Elwood Blues

Mission accomplished

BY TOMMY GELEHRTER AND
LAURA CURTISS

Co-Sports Editors

At the District Championship the varsity swim team proved all skeptics wrong when they won their second consecutive District title.

"The reason that we won the District championship was that we were on a mission from God," senior co-captain Glen Tetzlaff said. "We also swam pretty darn fast."

Behind four first place, two second place, one third place and three fourth place finishes, the team topped rivals St. Ignatius and Hawken.

"I am very proud of the team, they overcame a lot of adversity and proved that they are the best team in the District," head coach Ernest Welsch said.

The team trailed St. Ignatius by four points after the first day and led Hawken

by only two points. Team coaches held a meeting after the first day and reminded the team that they should make it their personal mission to win the championship.

"On paper they were not supposed to win; they were supposed to finish third. But, with their heart and souls they swam out of their minds and outscored Ignatius and Hawken to the dismay of many," assistant coach Cari Suchan said.

Sophomore Jimmy Weinland and senior Nat Kendall-Taylor agreed with Suchan.

"We were heavily favored to lose and we proved that all of our hard training paid off in the end and we did really well," Weinland said.

Kendall-Taylor added that it is better to win when nobody expects it.

"Nobody thought that we could do it, but we proved them wrong," he said. "It feels a 100 times better to win the championship when nobody except your teammates expects you to do it."



TASTE OF VICTORY! The swim team celebrates with their lucky pineapple on the podium after their triumph at Districts.

Photo courtesy of Harry Holmes

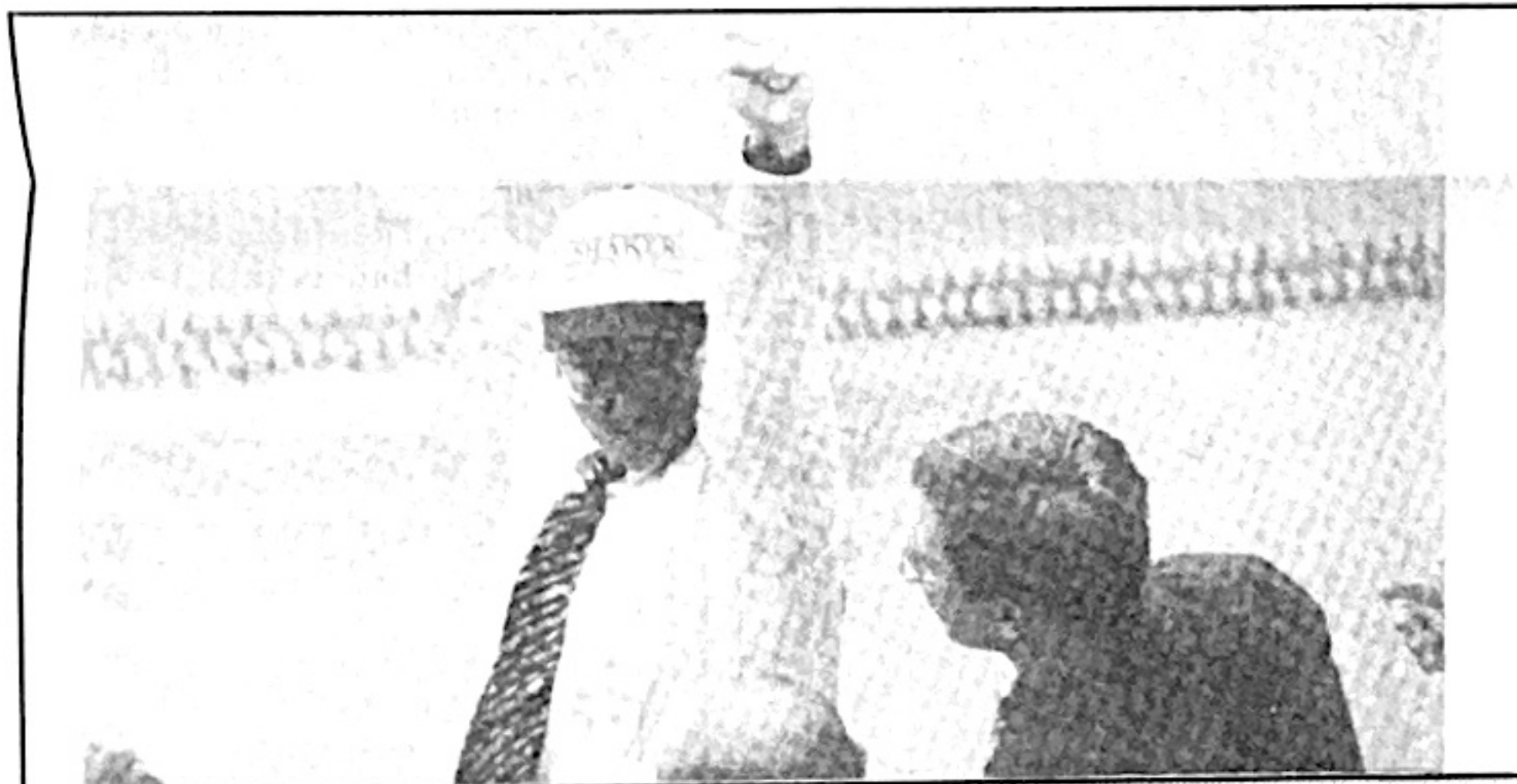
Districts & States Highlights:

Men's Team

- District Champions
- Fifth straight Lake Erie League title
- Matt Keay: First in 50-yard freestyle and second in 100 yard backstroke at Districts
- Jeff Klug: Fourth in 100-yard backstroke and second in 200-yard freestyle at Districts
- Bryan Wamsley: Fourth in 200-yard freestyle and sixth in 500-yard freestyle at Districts
- Glen Tetzlaff: Second in 500-yard freestyle and sixth in 200-individual medley. Fourth in the state in 500-yard freestyle
- 200-yard medley relay finished first at Districts and third at States
- 200-yard freestyle relay won Districts with an All-American time

Women's Team

- Finished fifth at Districts and eighth at states
- Ninth straight Lake Erie League title
- Schuyler Holmes: Third in the 100-yard butterfly at Districts, second at states
- 400-yard freestyle relay team of Schuyler Holmes, Sharon Yates, Melanie Pulley, and Maura Malone finished second at districts
- District Swimmers: Melanie Pulley, Lauren Dietrich, Candace Hamilton, Sarah Minshall, Allison Beamer, Maura Malone, Cara Barnard, Holly Bosley, Schuyler Holmes, Emily Kinkopf, Lauren Nuechterlein, and Sharon Yates
- The team won the Sectional championship
- Won 58 straight dual-meets



THE THRILL OF SUCCESS! Head swim coach Ernest Welsch rejoices with assistant Rob Fellingner after a victorious race at the district swim meet.

Photo courtesy of Harry Holmes

Hoops team thinks big

BY AMY COHEN
Staff Reporter

"The team has a great desire to win," Bob Wonson, head coach of the basketball team, said. With a regular season record of 18-2, it is no wonder the team is looking at the conclusion of the season not as an end, but as a beginning.

Regular season play has brought the team their fourth consecutive LEL title. However, they look towards the post season as an opportunity to win even more games and clinch many more titles.

According to junior Brian Mitchell, although the team's main goal is to advance to the state championship, there are many other important games that need to be won first.

"We'll have to take it one step at a time and we can't underestimate any team," Mitchell said.

Wonson said it's the will power and determination of the team that are driving them to success.

"We play with a great amount of

effort and a lot of heart and grit. That's what helped us win a lot of games that we had the opportunity to lose," Wonson said.

This type of conviction, according to sophomore John Higgins, is what helped the team win an especially close game versus Benedictine.

"In the Benedictine game, there was a minute left and we were four points down," said Higgins. "We never thought we were going to lose, and we played hard and pulled off a win."

Junior Nate Clements said those assets which helped the team in the regular season will also help them in post season play.

"Making free throws and getting back on defense helped us win a lot of close games during the season," Clements said. "We also have a lot of endurance. We may not be as big as the other teams, but we're fast."

Wonson said that with the team's strength and attitude, their goals can be achieved.

"Our goal is to go as far as we can," Wonson said. "If that means winning the state championship, so be it."

Hockey season sweet surprise

BY NIKI DORSKY
Staff Reporter

With the loss of ten seniors a winning season seemed unthinkable...but things are not always as they seem.

This year's hockey team is living proof. Champions of the Red North Division, they finished the regular season with a record of 11-1-1.

How does a team who finished 3-9 in last year's regular season improve so drastically? Coach Mike Bartley's answer is commitment.

"This year's team was a pleasant surprise," Bartley said. "I expected them to be a little bit better than last year but not this much. We have a group of athletes who are truly devoted to hockey and to the team. There is tremendous enthusiasm among them."

Captain senior Mike Mears attributes their success to excellent teamwork.

"Everyone just fits together," Mears said. "We have the older, more experienced players, but the underclassmen have stepped up too. Everyone helps out, it's not just individuals trying to get some points, it's about the whole team."

The Raiders' first line consists of Mears, juniors Evan Schwarz and Tyler Friedman, sophomore Joe Simon and senior Brent Fuller. But this is not a one line team, said assistant coach Mike Kohutich. He said one of the team's key advantages is the abundance of strong, consistent players on all of the lines.

"There is great chemistry out on the ice," Kohutich said. "Everyone always puts in their fair share. We're a team of consistently hard working players. Our games are evidence of that."

Adding to this season's pleasant surprises was the Raiders' 4-3 overtime victory against St. Edwards, a team they beat for the first time in four years. The winning goal was scored by Simon with 24 seconds remaining.

"Oh, it was nothing," Simon said. "We owe it all to Friedman, Mears, Schwarz, Scottie Graham and Coach Bartley. They are Red Division Champs!"

The team recently competed in the Baron Cup Tournament. They made it to the semi-finals, beating Garfield 11-1. The following game was against St. Eds, which they lost 5-2.

Wrestling squad strives for unity in an individual sport

BY GEOFF DIETRICH
Staff Reporter

The '96-'97 wrestling season comes to an end in the next two weekends with the district championship and then the state meet. The team's focus this year has been on unity.

This year's team has had its share of success and demise. With an 8-5 dual meet record, the wrestling team has not had the same success as other school sports. Yet, in a sport controlled by the individual, the wrestling team has many competitors of which to be proud.

Led by captains seniors Josh Berezin and Chris Benn and junior Aaron McMickle, the group has based their season around the team and worked together to strive for their collective goals.

The season has indeed led to its deserved successes. The team prepares to send eight district qualifiers to the district tournament this weekend.

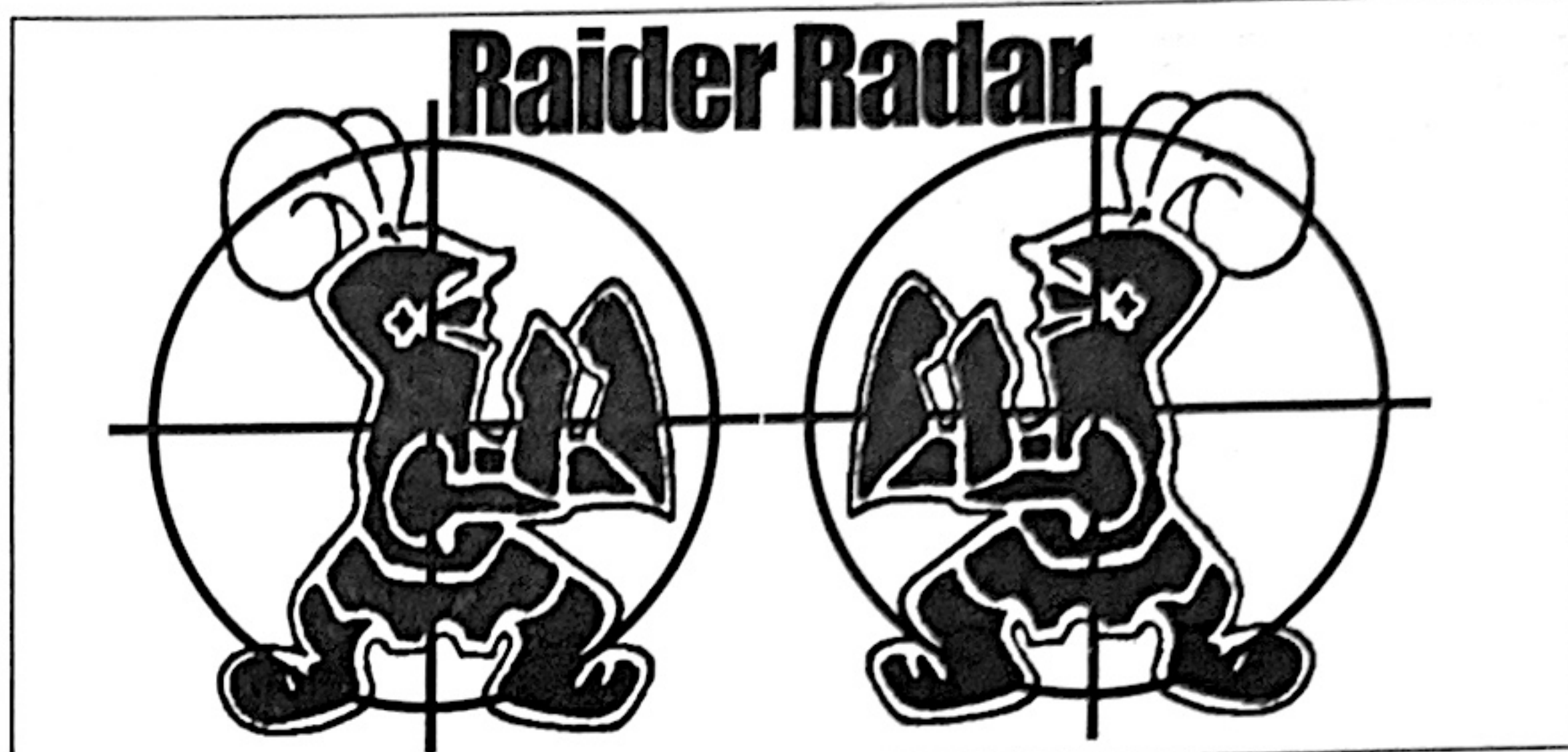
"The season has been fun because we have a lot more team unity than we have had in the past," said McMickle.

In addition to the team's strong performances, specific individuals have done well in their own weight classes and events. Berezin and Benn have succeeded in the 171 and 135 pound classes respectively. Fellow senior Carlton Chandler at 152 pounds has also triumphed. Juniors McMickle and Jason Ward have also put forth their fair share of good matches.

The wrestling teams individual victories have had influence around the northeastern area. Of the eight district qualifiers, all have reasonable chances at proceeding to the state tournament and McMickle has made a name for himself by being named *Plain Dealer* Player of the Week.

Shaker's Starting Wrestlers:

- | | |
|---------------------------|-----------------------------|
| • 103 lbs. Willie Miller | • 112 lbs. Damion Watson |
| • 119 lbs. Tim Pope | • 125 lbs. Matt Cianciolo |
| • 130 lbs. Brian Campbell | • 135 lbs. Keith Beavers |
| • 140 lbs. Chris Benn | • 145 lbs. Tom Cullis |
| • 152 lbs. Jason Ward | • 160 lbs. Carlton Chandler |
| • 171 lbs. James Blanton | • 189 lbs. Josh Berezin |
| • 215 lbs. Josh Pasternak | • 275 lbs. Aaron McMickle |



Just when you thought nobody was looking...

NO FEAR! - Despite numerous rumors, "Raider Radar" is back for at least one more issue...

BUSTER BURNS IT - Junior Timothy "Buster" Stenta had a rude awakening during senior proficiencies. Stenta awoke at 10:15 in the morning and did not have a ride to school. Stenta quickly showered and then proceeded to sprint all the way from his Falmouth road home to school. This was in preparation for his upcoming lacrosse season.

YOU CAN BET ON IT! - Principal A. Jack Rumbaugh received no help from the basketball team on Feb. 15. Before the team's loss to Cleveland Heights, Rumbaugh made a bet with the principal from Cleveland Heights. Rumbaugh refused to release the exact details of the bet, but he did confirm that if the Raiders had won he and his wife would have received a free dinner.

ANNOYING FANS - At a recent Baron Cup hockey game a few Shaker fans experienced the wrath of an annoying St. Edward's faithful. After numerous Raider fans continually harassed St. Edward's senior Mike Rupp, a female fan

stood up for him. The Shaker fans did not find this amusing.

INJURIES - Three star junior spring athletes suffered devastating ankle injuries this past month. Ricardo Spicer was the first when he broke his ankle playing basketball. In an unrelated basketball injury Jason "Poopie" St. Onge suffered a sprained ankle during the last two minutes of practice. Finally, Megan Vail tore ligaments in her ankle during a recent indoor lacrosse practice. St. Onge and Vail both said they would be ready for their upcoming baseball and lacrosse seasons, respectively.

HAIR TODAY, GONE TOMORROW - Before the district swim meet, many of the members of the men's varsity swim team shaved their heads. With the aid of assistant coaches Andy "Grandpa" Egelston and Rob "Rufus" Fellingner all but two members of the team went bald. Junior Chris Taylor, who kept his hair, joined in the team spirit and shaved his head a week later, before states. The only remaining member of the team with hair is junior Brian "Charlie Brown" Moore. Despite much harassment Moore refused to shave his head.

Raiders of the Month

LAURA CURTISS
Co-Sports Editor

Talent, a sense of humor and perseverance combine to make junior Matt Keay an integral part of the men's swim team.

Keay is undefeated in individual events in dual meets this season. He was district champion as a member of the winning 200-freestyle and 400-medley relay teams. In individual events at districts he won the 50-freestyle and was runner up in the 100-backstroke, even though he broke the district record he set last year.

At the state meet Keay placed seventh in the 50-freestyle and fifth in the

100 backstroke. The medley relay placed third in the state, the 400 freestyle relay earned sixth place.

Keay has been chosen as *Plain Dealer* Player of the Week for the past two years and holds school records in the 100 backstroke, the 400-freestyle relay and the 200-medley relay. Keay was also a member of the All-American relay teams last season.

Coach Ernest Welsch said Keay's combination of ability and hard work make him an important part of the team's success.

"Not only is he one of our top swimmers as far as talent, but he's also a very hard worker," Welsch said. "Those things make him one of the reasons, the important pieces for the success of this team."

Team members agree Keay is an important part of their success. Senior co-

captain Bryan Wamsley said Keay's sense of humor helps the team when the pressure is on.

"He gets everyone pumped up with his humor and takes some of the pressure off," Wamsley said. "He's a leader in the water, he swims fast and he takes it upon himself to do a lot of things."

Agreeing with his coach and teammate, Keay said he tries to help the team out in whatever way possible.

"I try to swim my hardest even when the rest of the team is tired. I try to pump them up," Keay said.

Welsch is looking hopefully to the future with Keay as an asset to the team both physically and mentally.

"Being a junior we're looking for Matt to show excellent leadership next year," Welsch said.



MATT KEAY

Photo courtesy of The Plain Dealer

BY TOMMY GELEHRTER
Co-Sports Editor

Leading by example and an extremely hard work ethic are the attributes that make senior Elena Casal a record-breaking diver.

Head diving coach Jeremy Rosenthal said Casal is a leader and has taken on the role as captain of the diving team.

"Elena leads by example and works very, very hard, she does not let anything get in her way or stop her from accomplishing her goals," Rosenthal said.

One of the goals that Casal had in mind was breaking the school diving record. The old record had stood for the past eight years at 240.95 points. Last season, as a junior, Casal appeared as

though she was going to break the record but she fell short with a score of 240.45 points.

"It was really frustrating, I had my goals set to break the record and I just missed it, there was no way that I was not going to break it this year," Casal said.

Casal not only broke the old record, she broke it three times. The first time she dove a score of 241.95 points. Then just a week later she dove even better and brought in a score of 249.75 points. Then finally Casal had her day in the sun. She dove a score of 260.75 points that put in the record books as the highest score for a Shaker diver ever, male or female.

"It was great," Casal said. "It was so rewarding after all of the hard work that I put into diving."

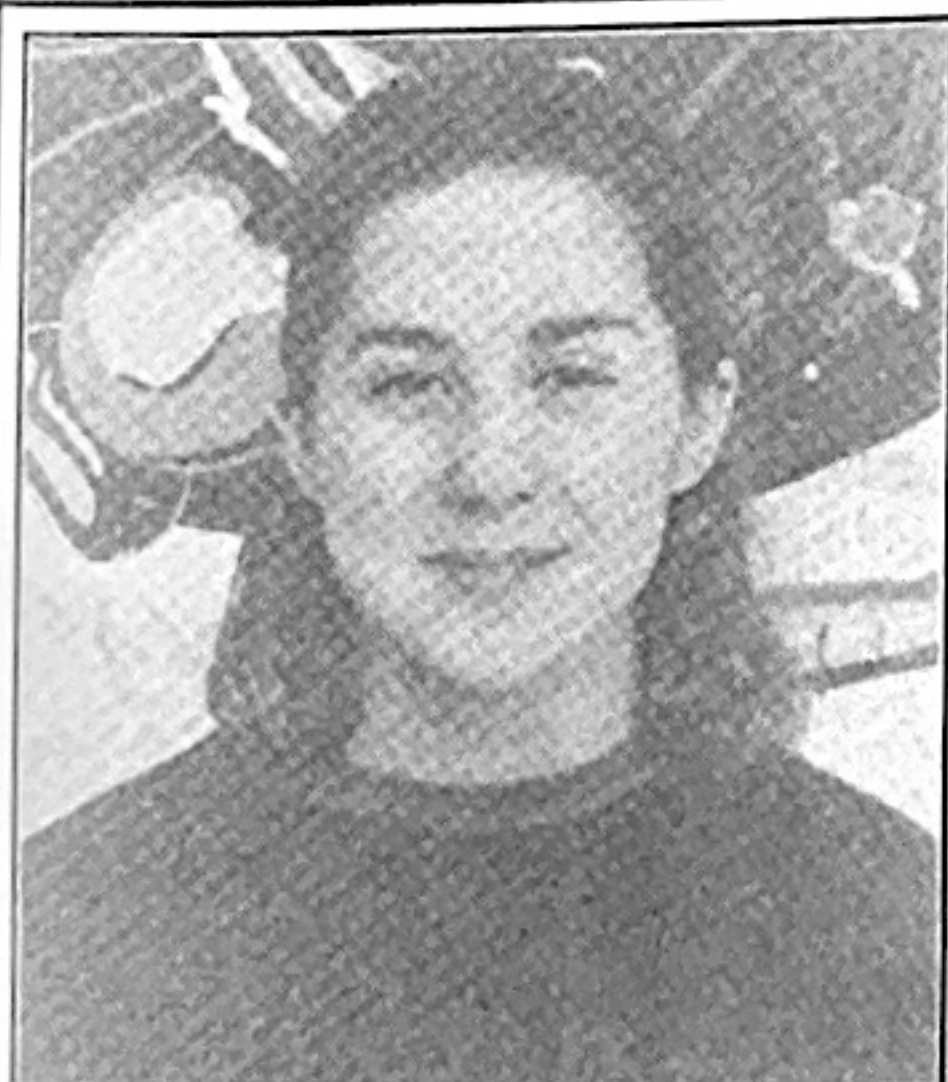
Rosenthal said that he knew all

along that Casal would break the record.

"[The record] is something that I have anticipated for quite a while," he said. "She almost got it last year and I knew that she would break this year."

"Elena is a very tough diver, she does a very hard list of dives, definitely one of the hardest in the district and possibly one of the hardest in the state. She is one of the best divers in the state. I also think that I can say she is the best diver that Shaker has ever had, male or female."

Casal plans to continue diving next year at college. It is still undetermined where she will be attending but she has applied to Miami of Ohio, Denison, Notre Dame, Macalaster, Washington University and Bucknell.



ELENA CASAL

Shaker photo by Iahn Gonsenhauser

Tommy's Sports Predictions for 1997

MARCH:

3 - After Dr. Rumbaugh reviews this month's edition of the Shakerite he decides that I am the most controversial editor ever, and forces Mrs. Schwartz to fire me.

APRIL:

4,5 - Tennis team starts off their season with two big victories over Liggett High School, a state tennis power from Detroit.

9 - Junior Jason St. Onge gets his first varsity at-bat and hits the game winning homerun in a victory over Parma. In addition, he also picks up his second victory of the season.

16 - The tennis team defeats nemesis University School.

MAY:

3 - Senior Brendan Masini hits the longest homerun in the history of Shaker baseball. The homerun, his eighth, went over the visiting football stands and landed in the third row of the home stands. Coach Longo said there will be a monument commemorating the spot.

23 - The women's lacrosse team wins their fourth straight Midwest Championship.

29,30,31 - The tennis team goes into states with amazing fury and wins the state championship.

JUNE:

1 - The tennis team completes their perfect season by winning the state team tournament in Columbus.

2 - *Sports Illustrated* names tennis coach Al Slawson "Man of the Year" and *Pedigree World* names him "Top Dogg."

AUGUST:

28 - Due to Mrs. Schwartz's absence, I take over as faculty adviser for the Shakerite.

29 - The football team avenges last seasons loss to St. Edward's by defeating them at Lakewood 22-20.

30 - Mrs. Schwartz finds out that I am the faculty adviser and she returns to lead the Shakerite to glory.

SEPTEMBER:

15 - Melissa Williams makes one final trip to her former school and scores the game-winning goal with two minutes remaining in the game against her personal nemesis Hawken.

30 - The field hockey fights hard and defeats Western Reserve Academy. Now they kick WRA's behind too.

OCTOBER:

9 - The soccer team improves their record to 8-0-1 with an amazing 1-0 victory over Solon. Mike Gross scores the game-winning goal and Todd Svec makes 19 saves.

18 - John Manly provides the needed Homecoming game spark and kicks the game winning field goal in a 21-20 victory over Chardon.

RED RAIDER WRAP-UP

Women's Swimming

- 8-0-0 (1.000)
- LEL Champions
- Fifth in the district
- Eighth in the state

Women's Basketball

- 6-16 (.272) regular season record
- 2-10 in the Lake Erie League
- Finished fourth in the Erie division
- Eliminated from playoffs in sectionals

Combined
Raider
Record:
147-84-11
(.630)

NOVEMBER:

2 - Field Hockey head coach Linda Betley is named Ohio Field Hockey Coach of the Year.

8 - Gross is named Northeast Ohio Soccer Play of the Year.

9 - Todd Svec is selected as an All-American goalie.

DECEMBER:

12 - Bob Fortuna releases his first swimming rankings of the season and as expected the men's team is ranked behind rivals Hawken and St. Ignatius.

13 - The swim team responds to Fortuna's rankings by vowing to not only win the district title but to fight all the way to the state championship.

Men's Swimming

- 8-0-0 (1.000)
- LEL Champs
- Two-time district champs
- Top public school in state (Fifth overall)

Men's Basketball

- 18-2 overall regular season record
- 12-1 in the LEL
- Erie Division Champs
- Begin sectional play this week

Wrestling

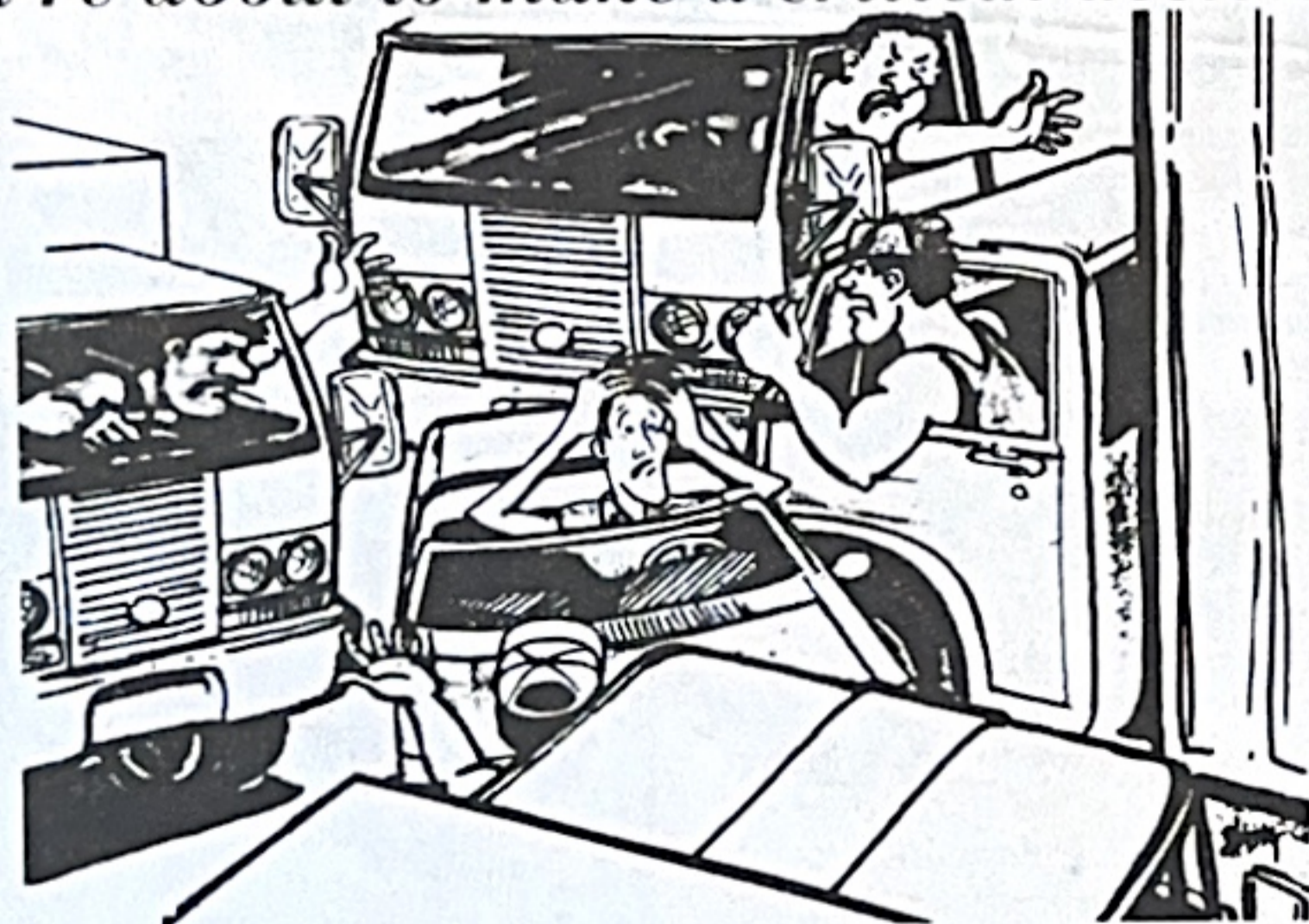
- 8-5 (.615) regular season record
- Qualified eight wrestlers for District tournament
- Will compete this weekend at Districts

Ice Hockey

- Overall record of 18-8-2 (.690)
- Red Division Champions
- Lost to St. Edwards in the District Championship game last Saturday

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